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ABSTRACT

Designed to support the development of well-rounded individuals, this resource guide integrates the World Cup and soccer into social studies, language arts, mathematics, science, and physical education. The objectives of the GOALS program are for students to: (1) recognize the importance of the World Cup and soccer throughout the world; (2) develop individual skills and team concepts essential for success on and off the field; (3) gain an understanding of the basic need for rules in sports that can help to promote understanding of law-related concepts; (4) develop an appreciation for participation in sports that can provide them with an opportunity to improve their self-concept, self-discipline, competitive instincts, sense of fairness, and a commitment to teamwork; and (5) engage in activities designed to foster positive attitudes toward responsible citizenship and to develop strategies for community service in their schools and neighborhoods. The lifetime skills that are featured in the lesson plans include the communication skills of reading, writing, speaking, and listening, in addition to civic participation skills. There are five lesson plans for each subject. Each lesson plan contains objectives, materials needed, teacher's instructions, and supplemental activities. Directed discussion, cooperative and small group learning, simulations, and role-playing strategies as well as materials such as charts and maps are included. The appendix includes information about the rules of soccer and the playing field, the World Cup, the International and U.S. Soccer Federations, and contains 29 references. (LH)

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ED 401 176

Gaining **O**pportunities to **A**chieve **L**ifetime **S**uccess

the goals program

CRF

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This book is dedicated to students throughout the United States in their goal to achieve lifetime success.

February 1994

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These lessons incorporate Personal Impact Journal activities.

Soccer Facts

Soccer Worldwide

- The most popular sport in the world governed by Fédération Internationale de Football Association (FIFA)
- More than 150 million registered FIFA participants worldwide
- 178 FIFA Member nations
- 20 million FIFA games played each year

Soccer in the United States

- U.S. Men's National Team won the silver medal in the 2nd FIFA Five-a-Side World Indoor Soccer Tournament in November 1992
- U.S. Men's National Team won the inaugural U.S. Cup in 1992—A round-robin tournament that involved Italy, Ireland and Portugal
- U.S. Men's Under-23 Team won a gold medal at the Pan American Games and qualified for the Barcelona Olympics in 1991
- U.S. Women's National Team won the 1st FIFA Women's World Championship in 1991 in China
- Fastest growing sport, more than 16 million players (37% female/ 63% male)

The World Cup

- Launched by FIFA in Uruguay in 1930
- Contested every four years between the Olympic summer games
- Largest single-sport event in the world
- The World Cup trophy is the most coveted trophy in the world

Television Audience

- 1990 World Cup Championship Final—1.1 billion
- 1990 Cumulative 52-game total—26.7 billion

World Cup USA 1994

- Estimated more than 2 billion viewers for the final game with a cumulative audience for 52 games to exceed 31 billion worldwide
- More than 1.5 million international visitors are expected
- More than 7,500 international media will be focused on the '94 games

Mission Statements

WorldCupUSA94

The World Cup Education and Community Outreach Department's mission is to advance the awareness of World Cup USA 1994 and the sport of soccer in the United States while enriching American education and the quality of life in our nation's communities.

This mission will be accomplished through a variety of soccer-related programs that encourage young people to make a commitment to develop strong self-esteem, dedication to goals, outstanding citizenship, academic excellence, sportsmanship, teamwork and global, as well as cultural awareness.

World Cup USA 1994
2049 Century Park East, Suite 4400
Los Angeles, CA 90067
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CRF
Constitutional Rights Foundation

Constitutional Rights Foundation (CRF) seeks to instill in our nation's youth a deeper understanding of citizenship through values expressed in our Constitution and its Bill of Rights, and educate them to become active and responsible participants in our society. CRF is dedicated to assuring our country's future by investing in our youth today.

Constitutional Rights Foundation
601 South Kingsley Drive
Los Angeles, CA 90005
(213) 487-5590

Introduction

World Cup USA 1994 and the Constitutional Rights Foundation have joined together to create "The GOALS Program"–Gaining Opportunities to Achieve Lifetime Success. GOALS is a self-contained, interdisciplinary program for middle schools that integrates World Cup and soccer into social studies, language, math, sciences and physical education. It is designed to support the development of well-rounded individuals by focusing on participation and involvement in academics, athletics and community service.

Exciting and interesting curricula have been developed to integrate the international flavor of World Cup and soccer into lesson plans which revolve around the major theme of the development of Lifetime Skills. The primary areas of focus for the program include:

- classroom instruction and activities
- development of individual skills and team concepts
- field experiences and competition
- community service

Lifetime Skills

The significant and unique feature of "The GOALS Program" is the theme of Lifetime Skills. The Lifetime Skills that are featured in the lesson plans include the communication skills of reading, writing, speaking and listening, in addition to civic participation skills. **The Lifetime Skills lesson plans are based on six basic components of sports: rules, teamwork, conflict resolution, responsibility, self-development and competition.** A Personal Impact section has been created for the other five academic subjects to reinforce the development of Lifetime Skills. Personal Impact is an opportunity for students to become aware of and understand the significance of GOALS activities in their daily lives and, more importantly, in their future.

OBJECTIVES

1. **Students will recognize the importance of the World Cup and soccer throughout the world.**
2. **Students will develop individual skills and team concepts essential for success on and off the field.**
3. **Students will gain an understanding of the basic need for rules in sports that can help to promote an understanding of law-related concepts.**
4. **Students will develop an appreciation for participation in sports that can provide them with an opportunity to improve their self-concept, self-discipline, competitive instincts, sense of fairness and a commitment to teamwork.**
5. **Students will engage in activities designed to foster positive attitudes toward responsible citizenship and to develop strategies for community service in their schools and neighborhoods.**

The Goals Cup

The Goals Cup provides an opportunity for students, teachers and community volunteers to work together in the development of an activity or an event. The GOALS Cup features academic instruction, athletic competition and civic participation. The GOALS Cup can be organized as a project for an individual class, a school or a community and can become the foundation of a commitment to young people and their desire to succeed in academics, athletics and life.

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How To Use This Resource Guide

"The GOALS Program" is a resource guide for teachers which can be adapted to meet the needs of their classroom, their interdisciplinary team or their school. The book includes activities and instructions that have been developed for social studies, language, math, sciences and physical education, as well as for Lifetime Skills.

There are five lesson plans for each academic subject. Each lesson plan contains objectives, materials needed, teacher's instructions and supplemental activities.

Directed discussion, cooperative and small group learning, simulations and role-playing strategies are included, as well as "hands on" materials such as charts and maps.

Appendix

Rules and diagrams for the game of soccer, maps of the world and the United States and information pertaining to soccer and World Cup can be found in the Appendix.

World Cup USA 1994 and the Constitutional Rights Foundation encourage you to use this resource guide in part or in its entirety. It is wholly reproducible by you, the educator, for use in the classroom. We hope that you will use these lessons to stimulate and motivate your students to reach their "GOALS."

the goals program

Gaining **O**pportunities to **A**chieve **L**ifetime **S**uccess

L*ifetime*
L*earning*
S*kills*

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READING–Rules

Materials:

Paper
Pencil or pen
Student handouts
Answer key
Flip chart or chalk board
Handout rules on game of soccer *(See Appendix)*

Objective:

To develop an awareness and understanding of the basic need for rules in sports which can help to promote law-related education and skills.

Instructions:

1. Distribute the handout, "RULES AND LAWS," in class and read aloud.
2. Distribute a copy of fictional newspaper article, "MEXICO UPSETS BRAZIL IN WORLD CUP," to each student along with a handout on soccer rules.
3. To begin, have students write "Rules" at the top of the paper.
4. Ask for student volunteers to read each paragraph aloud. Inform the class that they will be responsible for identifying and writing down the incorrect soccer rules on their paper, using the handout on rules as a guide.
5. Ask student volunteers to proceed to the front of the class and list the incorrect rules on the board or chart.
6. Continue in this manner, paragraph by paragraph. Make sure that students are making corrections on their papers.

Activities:

1. This lesson may also utilize competition between teams in class. Divide the class and keep score of how many incorrect rules they can identify.
2. Have students draw a picture highlighting a specific rules infraction.
3. Students may do research outside of class to identify incorrect facts in the introductory and concluding paragraphs of the article.
4. Students may write their own fictional account of a soccer game.

Critical Reading and Comprehension

Answer Key

Incorrect soccer rules are underlined in this fictional newspaper article.

Mexico Upsets Brazil In World Cup

ROME–In one of the greatest upsets in World Cup soccer history, defending champion Brazil was defeated in the opening round of the 1992 World Cup. Mexico, participating in the tournament of 20 for the first time since 1968, scored two goals in the final ten minutes to beat the Brazilian team, 4-3.

Leonidas, a striker, was exceptional for Brazil in the first half as he scored two goals and set up teammate Garrincha for another score. His first goal, in the 17th minute, resulted **after the ball was kicked in from the side after being out-of-bounds.** Leonidas **caught the ball with his gloves, threw the ball into the air** and headed it **with his helmet** into the Mexican goal.

On the second goal, in the 32nd minute, Brazil enjoyed a **two-man advantage due to penalty minutes being served** by Guillermo Diaz and Hector Martinez. Leonidas **dribbled behind the net** and was able to beat goalkeeper Manuel Bell to give Brazil a 2-0 lead.

After Mexico's Roberto Amaros cut the lead in half with a goal just two minutes later, Garrincha was able to score Brazil's third goal when **Leonidas knocked Bell to the ground in front of the goal.** The first half ended with Brazil leading 3-1.

Early in the second half, Diaz **re-entered the game for the third time** and quickly scored Mexico's second goal to cut the lead to 3-2. After Diaz' goal, Brazil **called their fourth time-out** to regroup on the sidelines. Both teams then spent the next 20 minutes without any serious attacks into the opposing zones.

Ademir of Brazil was awarded a penalty kick in the 78th minute when Amaros received **a red card for tripping.** Ademir's attempt sailed wide of the mark and the score remained 3-2 in favor of Brazil.

Momentum seemed to turn to Mexico in the final 15 minutes of the match. After several unsuccessful shots against Vava of Brazil, Pedro Ortiz finally tied the score with a goal **at the 91 minute mark.** Mexico was allowed to **play with 12 players as a result of a major penalty** issued against Brazil. Only five minutes later, Martinez scored the game-winning goal for Mexico when **he was able to throw the ball into the Brazilian net from out-of-bounds.**

The victory was the first ever for Mexico in international competition. It was also the first time that a defending World Cup champion was defeated in a first-round match.

Rules and Laws

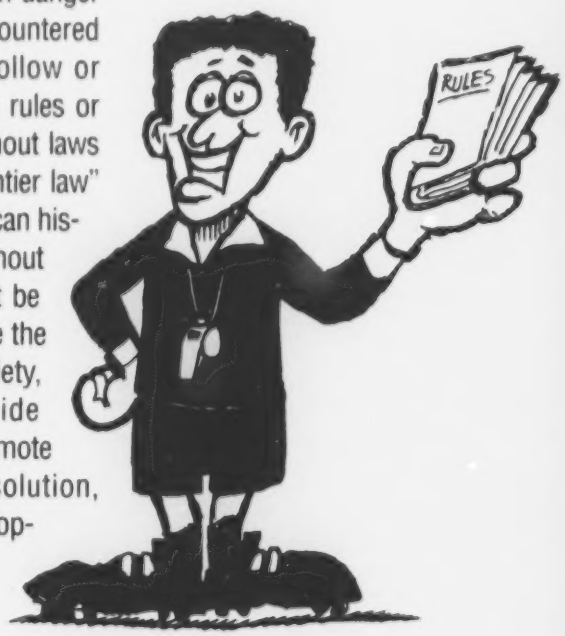
Imagine playing a soccer game without any rules. What would a match be like between bitter rivals if players could do whatever they wanted to do on the field? Without a set of rules, a soccer game might become a free-for-all between the two teams.

Rules and laws are also a major part of everyday life. They have been established at home, at school, on the job, on the streets, in sports and in government.

Rules and laws exist to provide for safety, fairness and order in our lives. They are established by people or groups on the local, state or national level. It is the responsibility of everyone to know the rules or laws and to abide by them.

We all have experienced frustration or even danger when we have encountered someone who didn't follow or perhaps didn't know the rules or laws. A city or town without laws might resemble the "frontier law" of the Old West in American history. A soccer match without rules would certainly not be safe or orderly. Much like the laws that govern a society, rules in sports provide boundaries that can promote teamwork, conflict resolution, responsibility, self-development and competition.

The purpose of playing sports is to have fun. To make sure that sports are fun, as well as safe, fair and orderly, everyone needs to know and abide by the rules of the game. It is important for all of us to understand rules at work and play.



Critical Reading and Comprehension

Student Sheet

Directions: Identify and write down the incorrect soccer rules in this fictional newspaper article.

Mexico Upsets Brazil In World Cup

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The victory was the first ever for Mexico in international competition. It was also the first time that a defending World Cup champion was defeated in a first-round match.

WRITING–Teamwork

Materials:

Paper
Pencil or pen
Student handouts
Answer key

Objective:

The development of individual skills and team concepts essential for success on and off the field.

Instructions:

1. Divide students into small groups.
2. Distribute two handouts to students, "CONSTRUCTING PARAGRAPHS AND WRITING ESSAYS" and "SENTENCES." Have students read the introductory paragraph beginning with "Teamwork" on "CONSTRUCTING PARAGRAPHS AND WRITING ESSAYS."
3. Students should then read the four topic sentences from the four paragraphs following the introductory paragraph. For each topic sentence, students should identify the topic being developed and write it down.
4. Using the "SENTENCES" handout, have the students group each sentence under one of the topics listed.
5. The students must then arrange the sentences within the paragraphs to make the best paragraph possible.
6. The final product should be written on notebook paper in ink.

Activities:

1. Have students write an essay on teamwork based on their own ideas of what "teamwork" means.
2. Make a list of all different types of teams (not just sports) and discuss why they must work together.

Answer Key

Teamwork is a building block to success. It also provides a foundation for continued success in the future. Working together as an efficient unit makes any team perform better. Setting goals, a commitment to the team and the goals, the discipline to carry out the goals, and good communication are all important components of a winner, whether it is in sports or in daily life.

Many successful athletes and teams sit down before the season to establish goals for themselves. The most important idea is that all members of a team agree as to what the goal is going to be, and that the goal is realistic. A successful team is one that knows what it takes to be successful and has the desire to succeed. Sometimes a goal for a team is simply to play the best that they possibly can play at all times. To many coaches, athletes and teams, effort is a better measure of success than the final results on the scoreboard.

Once goals have been established, team members must be committed to doing everything possible for the success of the team. Each team member must be committed to accepting the challenge of fulfilling individual duties and responsibilities. A trust can be developed among teammates when everyone knows that the job is getting done. "Helping out" is a tool for good team defense in soccer, as well as a goal for each player on a successful team. Sacrifice by individual team members is often necessary for the good of the team. Team goals must be more important than individual goals.

Discipline is very important in the development of a successful team. Players must be committed to working hard every day during practice to become better players, which results in making a better team. Athletes also must be disciplined off the field so that they can perform at their highest ability on the field. Paying attention in class, obeying school rules, concentrating on homework, proper nutrition and adequate rest all play roles in the preparation of a committed, disciplined athlete and team player.

Good communication between players and with coaches is vital to the success of a team. Team members should feel comfortable with each other in order to talk about and work at the things that need improvement. If all the players are truly committed to being successful, they will be more willing to listen to instructions and correct mistakes. Respect for the other players and for the coaches can be built through good communication skills. Often, the most useful communication is to develop good listening skills.

Constructing Paragraphs & Writing Essays

Student Sheet

Instructions: Read the entire handout. For each topic sentence, you should identify the main idea being developed and write it down. Using the "SENTENCES" handout, write each sentence under the proper topic sentence. Then, organize the sentences you've listed under each topic sentence, to make the best paragraph possible.

Teamwork is a building block to success. It also provides a foundation for continued success in the future. Working together as an efficient unit makes any team perform better. Setting goals, a commitment to the team and the goals, the discipline to carry out the goals, and good communication are all important components of a winner, whether it is in sports or in daily life.

Many successful athletes and teams sit down before the season to establish goals for themselves.

Once goals have been established, team members must be committed to doing everything possible for the success of the team.

Discipline is very important in the development of a successful team.

Good communication between players and with coaches is vital to the success of a team.

Student Sheet

Sentences

Each team member must be committed to accepting the challenge of fulfilling individual duties and responsibilities.

Paying attention in class, obeying school rules, concentrating on homework, proper nutrition and adequate rest all play roles in the preparation of a committed, disciplined athlete and team player.

Often, the most useful communication is to develop good listening skills.

To many coaches, athletes and teams, effort is a better measure of success than the final results on the scoreboard.

A trust can be developed among teammates when everyone knows that the job is getting done.

Sacrifice by individual team members is often necessary for the good of the team.

Players must be committed to working hard everyday during practice to become better players, which results in making a better team.

The most important idea is that all members of a team agree as to what the goal is going to be, and that the goal is realistic.

A successful team is one that knows what it takes to be successful and has the desire to succeed.

Team members should feel comfortable with each other in order to talk about and work at the things that need improvement.

Athletes also must be disciplined off the field so that they can perform at their highest ability on the field.

Respect for the other players and for the coaches can be built through good communication skills.

Sometimes a goal for a team is simply to play the best that they possibly can play at all times.

"Helping out" is a tool for good team defense in soccer, as well as a goal for each player on a successful team.

If all the players are truly committed to being successful, they will be more willing to listen to instructions and correct mistakes.

Team goals must be more important than individual goals.

SPEAKING–Self-Development

Materials:

Flip chart or chalk board
Paper
Pencil or pen
Student handout

Objective:

To identify ways to increase self-development and to understand that self-development is vital to success in sports and in life.

Instructions:

1. Using flip chart or chalk board, have students name various athletes and the reasons they are successful.
2. Make a list of characteristics of the successful athletes and have students decide which of these traits are the most important ones. Ask the class to decide on five that are the most important to them.
3. Distribute student handout to the class and read the instructions aloud.
4. Have students list important points that they want to include in their speech.
5. Have students write their speeches.

Activities:

1. Students may interview a coach to gather information for the speech.
2. Videotape each speech during the class.
3. Have students submit their speeches to coaches at their school or in the community.

Self-Development

You have just been appointed to the position of soccer coach in this classroom. The teacher has scheduled a press conference to introduce you to your classmates as the new coach. The teacher has asked you to prepare a speech that will outline your plans for the soccer team. Be sure to include the characteristics that you feel are most important in order for your team to be successful.

LISTENING–Resolving Conflict

Materials:

Paper
Pencil or pen
Student handout

Objective:

To gain an understanding of conflict resolution and to recognize the importance and necessity of developing alternatives to violence in resolving conflicts.

Instructions:

1. Have students write "Resolving Conflict" on the top of the paper.
2. Tell the students that you will be reading "Resolving Conflict" to them. Ask them to listen carefully because you will ask them questions.
3. Ask a number of students to summarize the reading.
4. Distribute a copy of "Resolving Conflict" to each student.

Activities:

1. Have students develop a skit which shows how a conflict arises and a possible solution to the conflict.
2. Have students write about a recent conflict and how they solved the problem.
3. Have students watch TV and identify examples of conflicts between individuals or groups; discuss the conflicts in class.
4. Interview students to find out typical conflicts that arise on the yard (playground).
5. As an additional activity, introduce Note Taking Skills: inform students you will be reading "Resolving Conflict" again. This time students should take notes and write down as many details as possible from the reading. Ask the students if they thought they retained more from the reading by taking notes.

Answer Key

Resolving Conflict

With a quick move, you steal the ball from the opposing player and dribble downfield for the shot that will put your team ahead. Suddenly, you come crashing to the ground as the opponent tackles you from behind. You get up off the ground, and you realize you are face-to-face with the offender. What will you do?

1. Unsportsmanlike conduct in sports is often the result of a conflict. **2.** A conflict is a disagreement between two or more persons or groups. **3.** Since everyone experiences conflict every day at home, in school, at work and at play, **4.** it is important to learn different ways of resolving conflict.

Every sport has penalties for unsportsmanlike conduct. **5.** If a player acts in an unsportsmanlike manner, referees can call penalties in different ways. **6.** In soccer, a yellow card is a warning given to a player for unsportsmanlike conduct and a red card is used for removing or sending off a player from the game.

Referees are not available to settle the disputes that arise in our daily lives. Therefore, many people learn to use a process known as compromise. **7.** A compromise is an agreement that is reached between two people or groups where each side gives in a little bit in order to reach an agreement. Often, just talking it over and listening to the other person is enough to bring about compromise and an end to the conflict.

8. One of the best ways to resolve a conflict is to problem-solve, much like you do in math or science. When you problem-solve, it means that you know that you have a conflict and you want to work it out by talking with, and listening to, the other person. If you can learn to problem-solve, you can become a STAR.

9.

S–Stop and ask yourself what just happened.

T–Think about what the person did or said to make you angry.

A–Act by peacefully speaking up for yourself.

R–React to the problem by offering a suggestion.

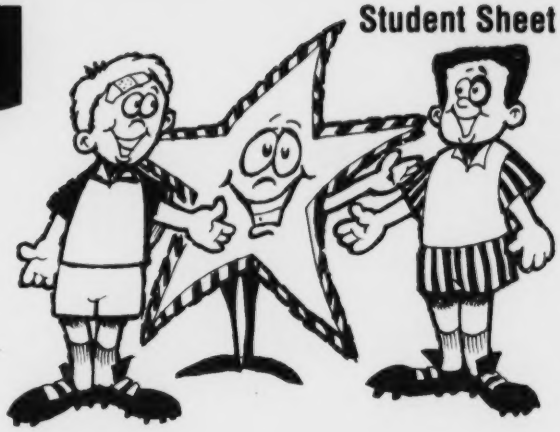
The next time a conflict arises, on or off the field, try to find different ways of resolving that conflict. **10.** In sports and in life, being able to resolve conflict is an important skill in becoming a good sport and, most importantly, a good citizen.

BE A STAR!

20

LISTENING–Resolving Conflict

Student Sheet



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S–Stop and ask yourself what just happened.

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R–React to the problem by offering a suggestion.

The next time a conflict arises, on or off the field, try to find different ways of resolving that conflict. In sports and in life, being able to resolve conflict is an important skill in becoming a good sport and, most importantly, a good citizen.

BE A STAR!

CIVIC PARTICIPATION–Responsibility

Materials:

Flip chart or chalk board
Pencil or pen
Student handouts

Objective:

To develop positive attitudes toward responsible citizenship and to develop plans for civic participation in schools and communities.

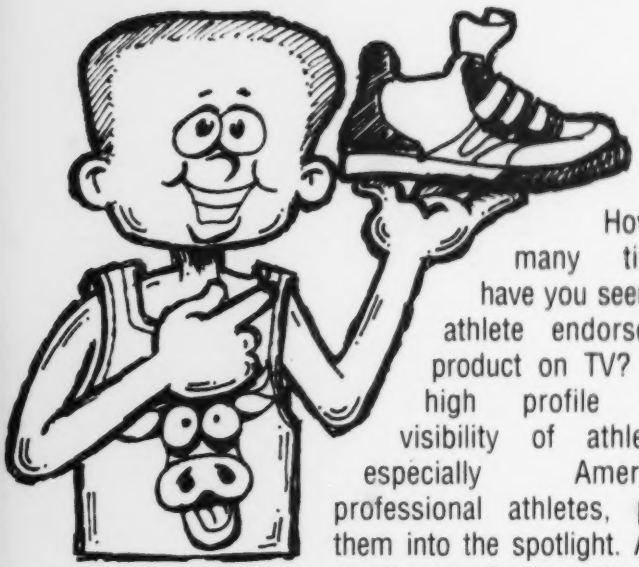
Instructions:

1. Distribute copies of "Responsibility" handout to students.
2. Read the handout aloud in class.
3. Using flip chart or chalk board, answer "Questions for Discussion" as a class. Students may write down answers on the back of the handout.
4. Distribute copies of "What Can We Do?" handout to students.
5. Read the handout aloud in class.
6. Divide the class into small groups and have them begin to plan a civic project.

Activities:

1. Discuss possible projects that could be completed by the group or the class.
2. Challenge another class to develop a civic project.
3. Construct a display of the project to be viewed in the school or in the community. Take pictures or videotape the entire project from start to finish.
4. Write letters to school and community officials to involve them in the project.
5. Keep a journal of the progress of the project.

CIVIC PARTICIPATION–Responsibility



How many times have you seen an athlete endorse a product on TV? The high profile and visibility of athletes, especially American professional athletes, puts them into the spotlight. As a result, many fans see them as role models. Role models are those people others choose to follow. To many young people, athletes serve as a guide and as a source of inspiration.

Whether they choose it or not, athletes carry a responsibility to themselves, their teams, and their fans. On the field or court, determination and excellence can motivate others to strive for and achieve success in sports and life. Good role models excel not only on the playing field, but off the field as well. Many athletes work in community programs such as education, drug intervention or crime prevention. They don't participate in these programs for money or publicity but out of a sense of commitment and responsibility to their communities.

Everyone is not a famous athlete, but that does not mean that we do not carry our own special responsibilities. As citizens of the United States, we have a responsibility to ourselves, our community and to our government. Good citizenship means active participation and responsibility in school and in the community.

With growing problems in our communities, the need for civic involvement has increased. It is important to realize that everyone can become actively involved in community service. Helping someone in the community not only brings a strong sense of satisfaction and success, but it can also provide you with skills and experience that will be useful for a lifetime.

QUESTIONS FOR DISCUSSION:

1. What athletes have become popular as a result of endorsements? Why do you think these particular athletes were chosen for endorsements?
2. What professionals, other than athletes, would you consider to be role models for young people? Do you think that these professionals are more important in society than athletes?
3. What are some of the problems that your school faces? What are some of the problems that your community faces? How can we, as good citizens, become involved in solutions to these problems?
4. What kinds of organizations have been established in your school or community to encourage civic participation?

What Can We Do?

Semester Civic Participation Project

_____

1. School Name _____

   School Address _____

   Teacher's Name _____

2. Project Description: Briefly describe what your project is, how it will be developed and when it will take place.

3. Statement of Need: Explain why this project is needed and how it will benefit the school or community. Include information on how many people will be affected by this project.

4. Statement of Objectives (goals): List the specific objectives of the project. What is it that you are trying to accomplish? How will you meet your goals?

5. Participation: Explain the roles and responsibilities of student participants, teachers, community resources or other participants.

6. Method of Evaluation: Explain how you will determine whether you met your project objectives.

7. Method of Reflection: Explain how participants will assess and relate their personal experiences with the project.

GOALS–Personal Impact

Materials:

- Paper
- Pencil or pen
- Student handout
- Answer key
- Flip chart or chalk board
- Handout rules on game of soccer *(See Appendix)*

Objective:

The objective of Personal Impact is to reinforce the development of LIfetime Skills and learning. For each academic subject, the Personal Impact creates an opportunity for students to become aware of and understand the significance of GOALS activities in their daily lives and, more importantly, in their futures.

Personal Impact is based on the Lifetime Skills of reading, writing, speaking and listening. In a "Personal Impact Journal," the students may organize all work and activities from the Personal Impact sections of each subject studied in class.

The following topics may be used in Personal Impact:

Social Studies–the United Nations (UN)

Language–English as a Second Language (ESL)

Math–Computers

Sciences–Drug Use and Abuse

Physical Education–Lifetime Sports

Instructions:

1. Inform students of the topic for each academic subject. Distribute handouts on each topic to be used.
2. Have students read and collect newspaper and magazine articles on the topic.
3. Have students write entries into their journals for each article they read. Journal entries may include title of article, publication, date and a brief summary of the article.
4. Have students give oral presentations in class on a specific article of interest to them from their journals.
5. Have students listen to other students' presentations in class. Have them ask questions and write down additional information in their journals.

Social Studies

Soccer is the most popular sport in the world. There are millions of soccer players in the world who compete both professionally and recreationally. Every four years, national teams—made up of the top players for each country—vie for the World Cup, soccer's most coveted prize. It is the world's most popular athletic event. (The 1990 World Cup Finals had a television audience of more than one billion people.)

The international governing body of soccer is the Fédération Internationale de Football Association (FIFA), with headquarters in Zurich, Switzerland. FIFA has a membership of 178 countries, almost as large as the membership of the United Nations (UN). Like the UN, the role of FIFA is to serve as the organization responsible for enacting and enforcing rules (governing soccer) throughout the world.

In the United States, the governing body of soccer is the United States Soccer Federation (USSF) located in Chicago, Illinois. World Cup USA 1994, Inc. is responsible for presenting the 1994 World Cup games in the United States.

Language

Communication takes place between individuals based on written or spoken words. In your schools or communities, there may not be a language barrier between people of different ethnicity. But, with increasing numbers of immigrants moving into American cities, English is not the only written or spoken language for everyone.

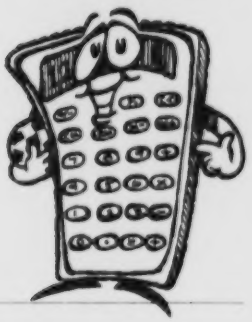
Within most cities, pockets of ethnicity can be identified as people with similar backgrounds move into neighborhoods and communities and live in close proximity to each other. As you drive in the city, you may be able to identify different ethnic neighborhoods by looking at the people, street signs, businesses and even billboards. Many signs may be printed in the native language of the immigrants and also in English, the language predominantly spoken in the United States.

English as a Second Language (ESL) is available in many schools throughout the United States. This program helps students with limited English proficiency learn English while preserving their original language and culture.

American school children are encouraged to study other languages. Studying language not only helps to improve communication skills, but it can also provide a closer look at cultural diversity in your school, community, country and the world.

GOALS–Personal Impact

Student Sheet



Math

Numbers and their meaning have been a major focus of your education throughout elementary school. Many students question how they will ever use certain mathematical theorems or equations in "real life." But, in the age of computers, mathematical skills will continue to be a necessity in your ability to work and live in society.

Science and technology have made great strides in the development of new, innovative ways to communicate in our lives. At the heart of this technological advancement is the language necessary to program and operate the computers—mathematics. You will be influenced by mathematical formulas and solutions involved with technology throughout your entire life.

GOALS–Personal Impact

Sciences

The field of Sports Medicine has seen a tremendous surge of interest throughout the world. Advances in training techniques, facilities and nutrition have had great impact on the international world of sport.

Today's athletes are more developed than athletes who competed 20 years ago. Athletes continue to get bigger, faster and stronger throughout the world. Most of them have attained self-development through setting goals, commitment, sacrifice and the desire to succeed.

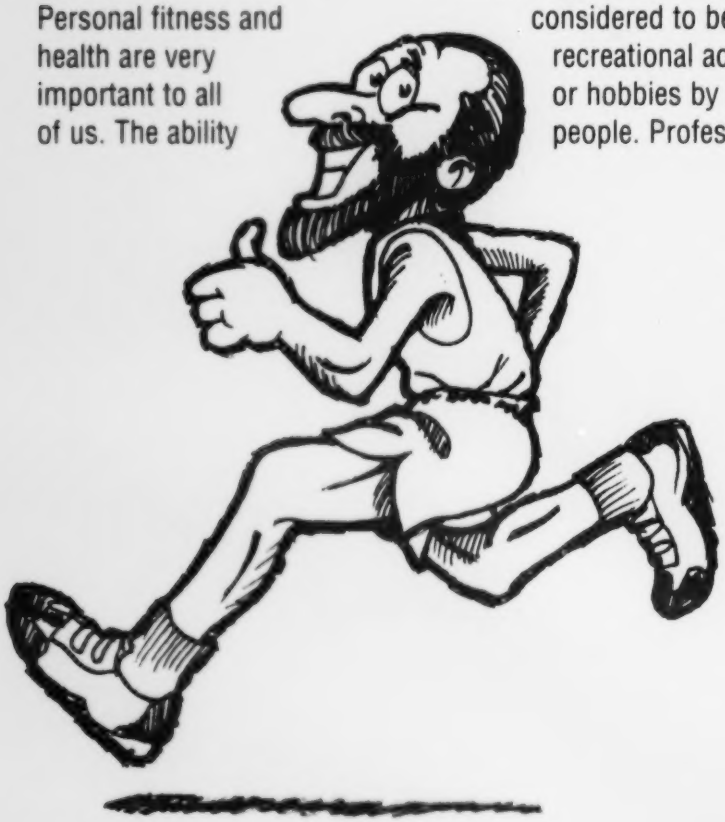
Other athletes have used drugs in order to be more successful in competition. They have tried to improve themselves by taking a "short cut" to success. As a result of drug use and abuse, all major sports agencies and organizations have developed policies for dealing with the issue of drugs in sports.

Physical Education

While high profile sports, particularly the "big three" American professional sports—baseball, basketball and football—grab the newspaper headlines, other sports that can have a greater impact on lifetime fitness and health are overlooked. These "minor" sports are often referred to as lifetime sports.

Personal fitness and health are very important to all of us. The ability to be active and participate in sports and recreational activities in later life may not seem to be a priority for us when we are teenagers, but will increase in importance in later years. Upon retiring, many people still enjoy lifetime sports activities such as golf, tennis, swimming or running.

Lifetime sports are sometimes considered to be recreational activities or hobbies by many people. Professional athletes often play golf or tennis in the off-season as a way of staying in shape or having fun and enjoying themselves. While participating in competitive sports at a younger age, it is also important to develop interest in sports activities which can last a lifetime.



the goals program

Gaining **O**pportunities to **A**chieve **L**ifetime **S**uccess

Social Studies

CRF

Constitutional Rights Foundation

WorldCup USA94

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Soccer Cities

Materials:

- Globe
- Atlases
- Textbooks and/or reference books
- Blank world maps for each child *(optional)*
- Mileage scale *(optional)*
- Student handout

Objective:

To recognize and apply map and globe reading skills by locating "Soccer Cities" on a map by using latitude and longitude.

Instructions:

1. Explain latitude and longitude and how they are measured.
2. Distribute "Soccer Cities" handout to students.
3. Find the latitude and longitude for the following "Soccer Cities" (see sheet).

Activities:

1. Divide the list of 20 cities into the Northern hemisphere and the Southern hemisphere.
2. With a blank world map locate the 20 countries and cities.
3. Using a mileage scale, compute distances between five cities on the list.

Incorporate Personal Impact Journal activities.

Soccer Cities

Answer Key

Find the latitude and longitude of the following "Soccer Cities"

	City	Latitude degrees	Latitude minutes	Longitude degrees	Longitude minutes
1.	Melbourne, Australia	37	45S	144	58E
2.	Riyadh, Saudi Arabia	24	39N	46	46E
3.	Rio de Janeiro, Brazil	22	53S	43	17W
4.	Winnipeg, Canada	50	37N	96	20W
5.	Douala, Cameroon	4	4N	9	43E
6.	Papua, New Guinea	8	0S	145	0E
7.	Osaka, Japan	35	57N	137	17E
8.	Munich, Germany	48	8N	11	35E
9.	Guayaquil, Ecuador	2	13S	79	52W
10.	Dallas, Texas	32	47N	96	48W
11.	Oslo, Norway	59	56N	10	45E
12.	Dakar, Senegal	14	38N	17	27W
13.	San Jose, Costa Rica	9	59N	84	4W
14.	Shanghai, China	31	13N	121	26E
15.	Rabat, Morocco	34	2N	6	51W
16.	Milan, Italy	45	28N	9	12E
17.	Bern, Switzerland	46	57N	7	26E
18.	Orlando, Florida	28	33N	81	21W
19.	Prague, Czechoslovakia (RCS)	50	5N	14	25E
20.	Bogota, Colombia	4	38N	74	5W

1. The first coordinate shows latitude (distance North and South of the Equator).
2. The second coordinate shows longitude (distance East or West of the meridian of Greenwich, England–0° Longitude).
3. Both latitude and longitude are measured in degrees and minutes (with 60 minutes equalling a degree).

Soccer Cities

Student Sheet

Find the latitude and longitude of the following "Soccer Cities"

City	Latitude degrees	Latitude minutes	Longitude degrees	Longitude minutes
1. Melbourne, Australia				
2. Riyadh, Saudi Arabia				
3. Rio de Janeiro, Brazil				
4. Winnipeg, Canada				
5. Douala, Cameroon				
6. Papua, New Guinea				
7. Osaka, Japan				
8. Munich, Germany				
9. Guayaquil, Ecuador				
10. Dallas, Texas				
11. Oslo, Norway				
12. Dakar, Senegal				
13. San Jose, Costa Rica				
14. Shanghai, China				
15. Rabat, Morocco				
16. Milan, Italy				
17. Bern, Switzerland				
18. Orlando, Florida				
19. Prague, Czechoslovakia (RCS)				
20. Bogota, Colombia				

1. The first coordinate shows latitude (distance North and South of the Equator).
2. The second coordinate shows longitude (distance East or West of the meridian of Greenwich, England–0° Longitude).
3. Both latitude and longitude are measured in degrees and minutes (with 60 minutes equalling a degree).

Soccer Countries Book Report

Objective:

To research and write a report on a specific topic.

Materials:

Information related to specific countries may be obtained from textbooks, atlases, encyclopedias, almanacs, newspapers and magazines. Television, radio and films are also helpful.

Instructions:

Australia
Japan
Brazil
Germany
Morocco
United States

1. Above are six "soccer enthusiastic" countries.
2. Divide students into small groups to research and write a report on one of the above countries.
3. Each member of the group will pick a specific topic about his/her country for a written report. These topics may include:

I. Physical Characteristics
   A. Area
   B. Population
   C. Mountains/rivers/lakes

II. People
   A. Cities
   B. National background
   C. Culture/languages
   D. Universities/Colleges
   E. Popular sports/soccer participation
   F. Museums

III. Government
   A. Type
   B. Constitution adopted

IV. Annual events

V. Historical Events

VI. Bibliography

4. Each group will put together a booklet on its country. The country's map, flag and other related items should be included.

Activities:

1. Have each group make an oral presentation of its booklet.
2. Make a cookbook of favorite recipes from each country.
3. Have an "International Food Day." Each group brings the favorite foods of its country.
4. Make travel posters advertising each country.

Incorporate Personal Impact Journal activities.

Timelines

Materials:

Ruler
Graph paper
Atlases
Encyclopedias
Newspapers
Dictionaries

Objective:

To read and identify information contained in timelines.
To prepare a timeline.

Instructions:

1. Explain to the students that a timeline, like a map, has a scale. A map scale measures distance while a timeline measures time. It places chronological facts and events in order. It is always read from left to right. (Show example: World Cup Soccer Winner 1930-1990.)
2. From supplied information or individually researched information, have students make a timeline for a specific topic and time span.
3. These topics could include:

Agriculture	Early Civilizations	Medicine
Biographies	Empires	Space Age
Communications	Entertainment	Sports
Culture and Religions	Fashion	Technology
Countries	Inventions	World History

Activities:

1. Divide class into groups. Have each group pick a major sport and make a timeline of the sport's history.
2. Give the students important events in United States history in no particular order. Have students, individually or in groups, put the events in chronological order. Students will then make a timeline of these events.
3. Compare and contrast timelines of the same periods of time for two different countries. How are they the same? How are they different?

WORLD CUP WINNERS

1930	1930	Uruguay
	1934	Italy
	1938	Italy
1940	1942	No competition *
	1946	No competition *
1950	1950	Uruguay
	1954	West Germany **
	1958	Brazil
1960	1962	Brazil
	1966	England
1970	1970	Brazil
	1974	West Germany **
	1978	Argentina
1980	1982	Italy
	1986	Argentina
1990	1990	West Germany **

* The World Cup competition was not held in 1942 and 1946 due to World War II.

** Germany was divided into two states (or nations) in 1949: the German Democratic Republic (East Germany) and the Federal Republic of Germany (West Germany). East Germany and West Germany were reunified as one nation on October 3, 1990, but it happened after the World Cup 1990 competition in July 1990.

Incorporate Personal Impact Journal activities.

My Fantasy Trip

Materials:

- Textbooks
- Encyclopedias
- Atlases
- Newspapers
- Magazines
- Travel brochures and advertisements
- People

Objective:

To write a travel plan by selecting and comparing information acquired from various sources.

Instructions:

1. Each student will pick an international "soccer city" he/she would like to visit.
2. Using various resource materials, students will choose places they would like to visit including historical sites, national monuments and tourist areas.
3. Students will prepare a travel information sheet including pertinent travel facts for the country they have chosen (see sample questions).
4. Students will make a five-day itinerary for their chosen city (see SAMPLE, i.e., London).

TRAVEL INFORMATION QUESTIONS

1. What travel documents are needed? (Visas, passport, both?)
2. Do I need an International Certificate of Vaccination?
3. Do I need medical insurance?
4. What are the customs procedures?
5. What are my duty and tax free allowances? (Explain customs procedures regarding travel to foreign countries.)
6. May I bring pets with me?
7. How much money may I bring?
8. What is the currency system and the rate of exchange?
9. What is the standard voltage?
10. What and when are the public holidays?
11. What is the weather like? (A chart indicating the average daily temperature and rainfall for 12 months is helpful.)

Activities:

1. Write a postcard/letter to your classmate describing your trip.
2. Plan two-day excursions from your "soccer city." Where would you go? How will you get there? Why did you choose this side trip?
3. Compare the transportation in the city you "visited" with your own hometown. What are the differences? Similarities? Which method of transportation is more effective in your opinion?
4. Career Awareness: What does a travel agent do? How do they provide services for the traveling public? Would you like to be a travel agent? Why or why not?

Incorporate Personal Impact Journal activities.

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My Fantasy Trip

Sample

ITINERARY

London, England

Departure: Your hometown
Time:
Arrival: London, England
Time:

TOUR

DAY 1

AM Journey on the Thames River/Tower of London/Tower Bridge
PM Covent Garden/Harrod's Department Store

DAY 2

AM Buckingham Palace/Changing of the Guards/Westminster Abbey/Big Ben
PM National Portrait Gallery

DAY 3

AM British Museum/Piccadilly Circus
PM Rest of the afternoon free

DAY 4

AM St. Paul's Cathedral/Houses of Parliament/Trafalgar Square
PM Soccer Game/Wembley Stadium (home of the 1966 World Cup)

DAY 5

AM All day excursion
Stratford-on-Avon: includes Shakespeare's birthplace, New Place (Shakespeare's retirement home), and Hathaway's Cottage (the family home of his wife).

DAY 6

Departure: London, England
Time:
Arrival: Your Hometown
Time:

World Cup Scramble

Materials:

Classroom world map or globe
Worksheet *(included)*
Helpful
Individual world map sheets
Atlases
Reference books
Almanac

Objective:

To learn about the geography of some of the countries that participate in the World Cup games.

Instructions:

1. Students will unscramble a list of 13 countries that are World Cup contenders.
2. Students will name the continent where these countries are located.
3. On a world map, have students label the seven continents.
4. Have students locate the 13 countries on a map.
5. Have students locate the capital of each country.

Activities:

1. Write a report on your favorite country including its language, national costumes, foods, famous landmarks and industries.
2. Make a booklet about your favorite country.
3. Have an international food fair where each child brings a traditional dish from his/her chosen country. Students may want to dress in their country's traditional dress.

Incorporate Personal Impact Journal activities.

World Cup Scramble

	COUNTRY	CONTINENT
1. m k e a r d n	Denmark	Europe
2. i g t n a e n r a	Argentina	South America
3. g e l b m u i	Belgium	Europe
4. d r e n e h n l t s a	Netherlands	Europe
5. g y u r u a u	Uruguay	South America
6. a e l d n g n	England	Europe
7. m a g y n e r	Germany	Europe
8. d a p n o l	Poland	Europe
9. g o p a t r l u	Portugal	Europe
10. a p i s n	Spain	Europe
11. l t y i a	Italy	Europe
12. r l i b a z	Brazil	South America
13. r d e n i l a	Ireland	Europe

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World Cup Scramble

Below is a list of thirteen World Cup contenders.
Can you unscramble the name of the country and name the continent where it is located?

COUNTRIES

Belgium
Spain
Germany
Italy
Portugal
Argentina
Netherlands
Brazil
Uruguay
England
Ireland
Denmark
Poland

CONTINENTS

Asia
North America
South America
Europe
Africa
Antarctica
Australia

	COUNTRY	CONTINENT
1. mkeardn		
2. igtnaenra		
3. gelbmui		
4. drenehnltsa		
5. gyuruau		
6. aeldngn		
7. magyner		
8. dapnol		
9. gopatrlu		
10. apisn		
11. ltyia		
12. rlibaz		
13. rdenila		

the goals program

Gaining **O**pportunities to **A**chieve **L**ifetime **S**uccess

Language

WorldCup USA94

CRF

Constitutional Rights Foundation

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Soccer Stanzas

Objective:

To identify elements of poetry, rhyme and rhythm.

Materials:

Paper
Pencils
Tagboard—
cut in a large circle
Scissors *(optional)*
Black felt markers *(optional)*
Paper plates *(optional)*
Colored marking pens *(optional)*

Instructions:

1. Explain to the students that these charts represent rhyming patterns often used in poems. Whenever you see two of the same numbers, these show two words that rhyme.

A	B	C
_ _ _ _ 1	_ _ _ _ 1	_ _ _ _ 1
_ _ _ _ 1	_ _ _ _ 2	_ _ _ _ 2
_ _ _ _ 2	_ _ _ _ 1	_ _ _ _ 3
_ _ _ _ 2	_ _ _ _ 2	_ _ _ _ 2

In column A we see two rhyming lines. A verse with two pairs of rhyming lines is called a couplet.

In column B every other line rhymes: the first and third lines and the second and fourth lines.

In column C only the second and the fourth lines rhyme.

All three of these patterns are common in four line stanzas. The rhyme emphasizes the rhythm so you can say the lines with a steady beat.

2. Give the students a list of soccer words (included). Brainstorm some first lines and put them on the board. Have the students find rhyming words for the second line. Have each student write several verses.
3. Place a "tag board soccer ball" on the board or a flat surface. Have students write their best verse in a blank space on the ball and sign it.
4. Give several small groups a small "tag board soccer ball." Have each group write several verses. Fill in the blank spaces on each "soccer ball" with each group's verses. Make a booklet of the "soccer balls" from each group.

WORD LIST

goal
jump
sports
team
goalie
rebound
dribble
win
ball
pass
World Cup
kick
penalty
charge
tackle
play
game
loft
soccer
loyalty
score
field
coach
spirit

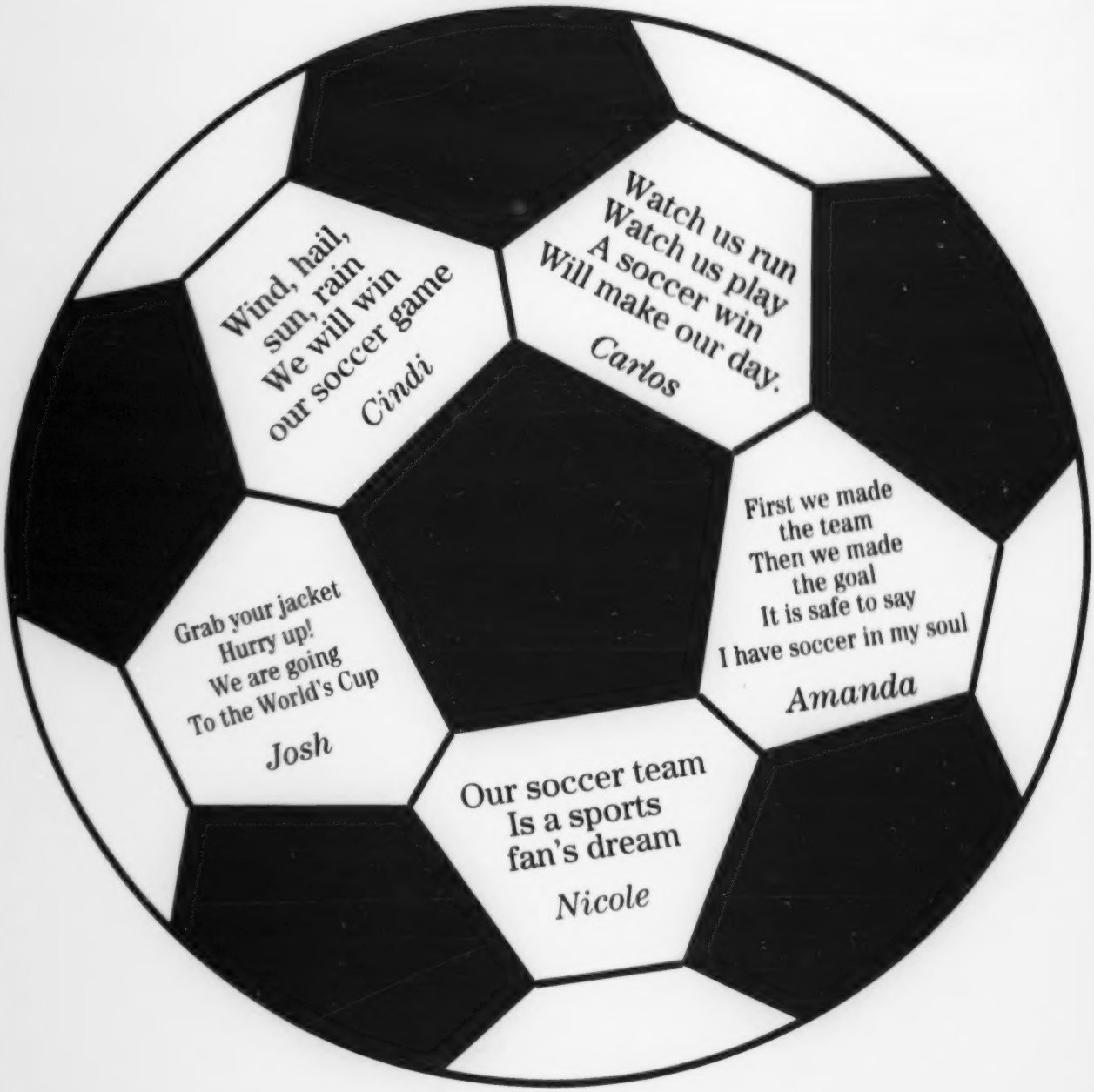
Activities:

1. Have the class pick a theme (i.e., "soccer," "sports," etc.) and make a booklet or exhibit poems that relate to the theme.
2. Let each student write his/her favorite poem with a black felt pen on a paper dinner plate. Decorate plate.
3. Ask the students to bring in their favorite snapshot and write a poem about their picture. Make a classroom book of the children's snapshots and poems.
4. Make greeting cards using poetry.
5. Research the history of the Statue of Liberty. What does the poem on the Statue of Liberty mean? Have students write a poem that could be put on the Statue of Liberty today.
6. Collect and illustrate favorite poems and arrange them in a book or on a bulletin board.

Incorporate Personal Impact Journal activities.

Sample

Soccer Stanzas



Soccer Stanzas

Soccer Stories

Objective:

To write a story.

Materials:

Pencil

Paper

Art paper *(optional)*

Colored markers/ pencils *(optional)*

Pictures *(optional)*

Photographs *(optional)*

Instructions:

A writer has written a story when writing about one main idea or theme. The events in a story are presented in the order in which they happen.

1. Review with students the main elements in story writing.
   A. Introduction
      1. Main character or characters
      2. Setting
   B. Plot and conflict
      Tells the problem the main character faces.
   C. Resolution
      How the problem was solved or not solved.
2. Write the word soccer on the board.
3. Tell the students they are going to write stories about soccer. The story may be a comedy, adventure, an amusing situation or a satire. Encourage the students to let their imaginations run wild!
4. Brainstorm with students some ideas or titles that might be used. Write them on the board.
5. Students will plan and compose stories.
6. Revise and edit stories.
7. Read them to the class.

POSSIBLE TITLES:

"We Played Soccer in Jurassic Park"

"Grandma was our Goalie"

"The Day We Played Soccer in a Poison Ivy Patch"

"The Alligator that Ate Our Soccer Ball"

"Soccer on the Moon"

"The Day it Rained Soccer Balls"

"Our Coach is a Ghost"

"Coach! They Shrunk Our Soccer Team"

"We Played Soccer with a Rock and Roll Ball"

"The Other Soccer Team Arrived in a Spaceship"

Activities:

1. Have students make a comic strip from their stories.
2. Give one student a picture. Have him/her write a caption for it. Fold the paper to hide the caption and pass it to the next person. Have each student write a caption, fold the paper and pass it to the next student. After the picture has been passed around the class, read the captions.
3. Research biographies of favorite sports personalities. Have students write reports on different athletes. Make a class book called "Our Sports Hall of Fame."
4. Put a story starter line at the top of several sheets of paper. Ask the students to begin writing a story. After several minutes, give a signal and have students trade stories with a partner and continue their stories. Choose five students to write the conclusion to the stories. Read aloud.
5. Make a newspaper sports page featuring your favorite sports personalities.

Incorporate Personal Impact Journal activities.

Carnival Fun

Materials:

- Paper
- Pencil
- Student handout *(included)*
- Art paper *(optional)*
- Tag board *(optional)*
- Black felt tip pens *(optional)*
- Colored markers *(optional)*

Objective:

To write an announcement.

Instructions:

Your school is planning a carnival to raise money for soccer uniforms for the school's team. Your class is in charge of publicity.

Write a public service announcement advertising the carnival for a local radio station.

1. Ask the students to list five events that will encourage people to come to the carnival. Use descriptive adjectives (see included list).
2. Students will give reasons for people to attend the carnival.
3. Have students include the location, date and cost of the carnival.
4. Students will write their radio announcement. Remind them that the tone of the announcement should be persuasive. You want people to come to your carnival!
5. Each student may read his/her announcement to the class. The class may vote on its favorite announcement.

Activities:

1. Write an article about the carnival for your local newspaper.
2. Design a flyer for the carnival to distribute to other schools.
3. Make posters advertising the carnival. Include the date, location and cost. Decorate the poster.
4. Write and act out an infomercial on the carnival. Have students design a television stage for their infomercial.
5. Write a radio advertisement for your favorite cereal. Use adjectives that will appeal to the audiences' five senses (taste, smell, sight, touch, hearing).

Incorporate Personal Impact Journal activities.

Sample

Midland's Carnival

I. Carnival publicity

A. Plan the announcement

1. List the five events that will make people want to come to the carnival. Use descriptive adjectives.
    a. sensational games and prizes
    b. challenging foot races
    c. fabulous food and the largest pie-eating contest in the country
    d. exciting turtle races
    e. lively band

B. What other reasons are there that people should come to the carnival?
    a. fun, excitement, prizes
    b. good food
    c. money goes for a good cause (new soccer team uniforms)
    d. family event

C. Location and date of the carnival.

Midland School	Saturday
360 Main Street	October 5, 1995
Jonesboro, Arkansas	10:00am - 5:00pm

D. Cost: Adults $5.00 Students $2.00

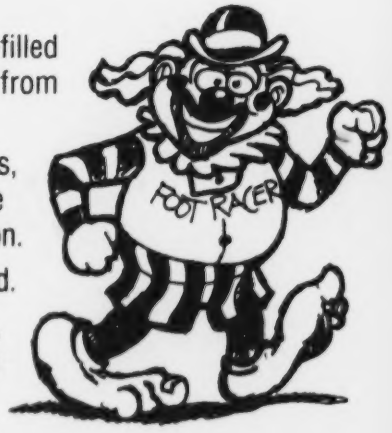
II. Write your announcement

Come one, come all to Midland School's Carnival! Join us for a fun-filled day to raise money for Midland's winning soccer team. All proceeds from the carnival will be used to buy the team new uniforms.

There will be sensational games and prizes, challenging foot races, fabulous food and the largest pie eating contest in the country! Turtle races begin at noon so if you have a turtle be sure to enter the competition.

All ages will enjoy dancing to the "Tunemakers," our county's liveliest band.

We want to see you on Saturday, October 5th, at Midland School, 360 Main Street, Jonesboro, Arkansas. Tickets are $5.00 for adults and $2.00 for students. See you there!



Midland's Carnival

I. Carnival publicity

A. Plan the announcement

1. List the five events that will make people want to come to the carnival. Use descriptive adjectives.

   a.

   b.

   c.

   d.

   e.

B. What other reasons are there that people should come to the carnival?

   a.

   b.

   c.

   d.

C. Location and date of the carnival.

D. Cost

II. Write your announcement

Business Letter & Envelope

Materials:

Pencil
Pens
Paper
Envelope *(optional)*

Objective:

To write a business letter and address an envelope.

Instructions:

A business letter is a letter asking for information or placing an order. It is brief and to the point and includes only necessary information.

1. Explain to the students that there are six parts to a business letter.
   A. Heading: Placed in the upper left-hand corner. It gives your address.
   B. Date: Starts at left margin two lines below heading.
   C. Inside Address: Starts at the left margin. It is the address of the person or business receiving your letter.
   D. Greeting: Under the inside address. Put a colon after the greeting.
   E. Body: Written in paragraph form. Clear, brief and contains only the necessary information.
   F. Closing: Should be in line with the heading. It is usually Sincerely or Yours truly. Use your full name placed directly under the closing. Most business letters are typed, so write your signature between the closing and your typed signature.
2. Inform students: Your family is going to Los Angeles, California, for the 1994 World Cup soccer tournament. You would like to know some of the famous tourist attractions to visit in the Los Angeles area. Write a letter to a travel agency or Visitor's Bureau requesting this information (see sample).
3. An envelope is used to send a letter. Explain to the students that there are three parts to an envelope.
   A. Return address: The sender's address and is put in the upper left-hand corner.
   B. A stamp: Placed in the upper right-hand corner.
   C. The receiver's name and address: The address of the person to whom the letter is sent. It is placed in the center of the envelope.

Activities:

1. Write to a sporting goods store. Explain that you wanted to purchase a soccer ball you saw advertised in the newspaper but the store was out of them. Ask them to contact you when they have them in stock.
2. Your favorite television show has been taken off the air. Write to the station manager and give your reason why it should be reinstated.
3. You ordered a game in the mail. When it arrived several pieces were missing. Write to the company and explain the problem. Ask them to replace the missing pieces or return your money.
4. Order tickets for a concert or a soccer match from a ticket agency. Be sure to include the time and date of the concert or the game and enclose money for tickets.

Incorporate Personal Impact Journal activities.

Business Letter & Envelope

Sample

Business Letter

120 Jones Avenue
Mobile, Alabama 64321 ← HEADING

WorldCup USA94

April 4, 1993 ← DATE

Adventure Travel Agency
360 Main Street
Mobile, Alabama 64321 ← INSIDE ADDRESS

Dear Sir or Madam: ← GREETING

BODY

Our family will be visiting Los Angeles, California, in the summer of 1994 for the World Cup final game.

Please send me information on the tourist attractions located in or near the Los Angeles area.

Sincerely, ← CLOSING

← SIGNATURE

Amanda Armstrong

Envelope

120 Jones Avenue
Mobile, Alabama 64321 ← RETURN ADDRESS

Stamp

RECEIVER'S NAME AND ADDRESS →

Adventure Travel Agency
360 Main Street
Mobile, Alabama 64321

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Soccer Bingo

Materials:

Vocabulary list of words pertaining to soccer *(included)*

Soccer bingo cards activity sheet filled and unfilled *(included)*

Markers *(paper, discs, etc.)*

Objective:

To introduce the students to the vocabulary of World Cup Soccer.

Instructions:

1. Introduce and discuss soccer vocabulary.
2. Give each student a soccer bingo card. The squares will be filled with words from the soccer bingo vocabulary list. (Vocabulary words may be printed on small sheets of paper or cardboard.)
3. The caller's words will come from the soccer bingo vocabulary list.
4. The caller calls out words until one player has matched the words in a row (vertical, horizontal or diagonal) on his/her card. The winner calls out "Soccer."

SOCCER BINGO WORD LIST

sports	coach	dribbling
points	formation	professional
loft	interception	score
tackle	Brazil	foul
heading	soccer	spirit
athlete	victory	fakes
pride	opponent	turnover
touchline	yard (s)	Olympic
pass	meter (s)	official
misconduct	counter attack	stadium
rebound	charging	halfway line
score	jersey	penalty spot/mark
goal	Pelé	center circle
goalie	rules	penalty arc
field	winner	corner arc
achieve	league	referee
linesman	competitor	substitute
instep	offside	competition
center	flag	
fullback	volleying	
penalty	fitness	
grid	goal line	

Activities:

1. Make a sentence for each vocabulary word.
2. Look up each vocabulary word in the dictionary. Include part of speech.
3. Alphabetize list of vocabulary words.
4. Construct five sentences using as many vocabulary words as possible in each sentence.
5. Write a story using all vocabulary words provided in list.

Soccer Bingo

Sample

goalie	rebound	points	victory	rules
penalty	heading	offside	Olympic	spirit
official	touchline	FREE	instep	dribbling
Pelé	soccer	athlete	center	referee
score	stadium	competition	volleying	winner

Soccer Bingo

Student Sheet

		FREE		

the goals program

Gaining **O**pportunities to **A**chieve **L**ifetime **S**uccess

Math

WorldCup USA94

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Soccer Team Averages

Materials:

Worksheet *(included)*
Pencil
Paper
Calculator *(optional)*
Measuring tape *(optional)*
Bathroom scale *(optional)*

Objective:

To find averages and interpret them in sensible ways.

Instructions:

1. Show the students the chart of a local soccer team (see sheet). Included are each player's name, position on team, length of time on team, height, weight and goals scored.
2. Remind students that in order to find an average
   a. find the sum of a set of numbers and
   b. divide this sum by the number of numbers in the set.
3. Students will:
   a. Find the average number of years the team members have played.
      - Who has played the longest time?
      - Who has played the shortest time?
   b. Find the average height of the team.
      - Who is the tallest player?
      - Who is the shortest player?
   c. Find the average weight of the team?
      - Who is the heaviest player?
      - Who is the lightest player?
   d. Find the average goals scored by each player per game.
      - Who scored the most goals?
      - Who did not score any goals?
4. Convert each player's height into feet and inches.

Activities:

1. (To be done with enclosed worksheet.) Have students convert each player's height into centimeters. Review with students, to convert inches to centimeters, multiply.

   1 inch = 2.54 centimeters
2. (To be done with enclosed worksheet.) Have students convert each player's weight into kilograms. Review with students when using metric conversion formula, multiply by .45 when converting pounds to kilograms.
3. Divide the class into two teams. Have students measure and record each student's height by inches. Have each student convert his/her height to centimeters.
4. Using a weight scale, chart the weights of volunteer students. Have students convert their weights to kilograms.
5. Ask students the number of hours they play soccer/ sports per week. Record this on a board or chart. Then have the class find the average number of hours the class participates in soccer/ sports per week.

ANSWER SHEET

1. Total years on the team: 33 years
   Average years on the team: 3 years
   Most years played: Tran
   Fewest years played: Tomas
2. Total height in inches: 715 inches
   Average height in inches: 65 inches
   Tallest player: Sam
   Shortest player: Tran
   Players' height in feet and inches:

Joshua	5 feet 4 inches
Jose	5 feet 6 inches
Omar	5 feet 5 inches
Alex	5 feet 2 inches
Kevin	5 feet 8 inches
Jimmy	5 feet 5 inches
Tran	5 feet 1 inch
Sam	5 feet 9 inches
Carlos	5 feet 5 inches
Bobby	5 feet 6 inches
Tomas	5 feet 4 inches

3. Total weight of team: 1,210 lbs.
   Average weight of players: 110 lbs.
   Heaviest player: Bobby
   Lightest player: Jose
4. Total goals scored: 22
   Average goals scored: 2
   Who didn't score any goals: Kevin

Incorporate Personal Impact Journal activities.

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Soccer Team Averages

Team

PLAYER'S NAME	POSITION	YEARS ON TEAM	HEIGHT	WEIGHT	GOALS SCORED
Joshua	goalkeeper	4	64 in.	110 lbs.	2
Jose	right defender	2	66 in.	98 lbs.	1
Omar	center defender	3	65 in.	112 lbs.	3
Alex	center defender	3	62 in.	108 lbs.	3
Kevin	left defender	2	68 in.	120 lbs.	0
Jimmy	right midfielder	4	65 in.	114 lbs.	1
Tran	center midfielder	5	61 in.	112 lbs.	3
Sam	left midfielder	4	69 in.	100 lbs.	2
Carlos	right forward	3	65 in.	115 lbs.	3
Bobby	center forward	2	66 in.	121 lbs.	3
Tomas	left forward	1	64 in.	100 lbs.	1

Time Zones

Objective:

To become familiar with different time zones in the United States.

Materials:

U.S. Time Zone Map *(see Appendix)*
Atlas
Textbooks
Pencil
Paper
Airline schedule *(optional)*
Encyclopedias *(optional)*

Instructions:

Soccer teams often travel to cities throughout the United States to compete. Often they travel in different time zones from their hometown. Today we are going to learn what "time zones" mean and why it is important to understand how they work.

A time zone is a geographical area in which the same standard time is used. The world is divided into 24 time zones.

1. Using the time zone map (included), explain to the students that the continental United States is divided into four time zones: Pacific, Mountain, Central and Eastern. The time in each zone is one hour earlier than in the zone to its east and one hour later than in the zone to its west.
2. Review AM and PM. AM is used for time after 12 midnight and before 12 noon. PM is used for time after noon and before 12 midnight.
3. On the board or chart (see chart) make a column for each time zone. Put several local times on your time zone chart. Students will fill in the times in the other three time zones.
4. Give students "Time Zones" handout. Using a specific time from your city (and time zone), find what time it would be in the following cities. Specify AM or PM.
5. Discuss with students the importance of knowing about time zones, i.e.:
   a. Why are time zones important for business people to know?
   b. When calling someone in another state why should you know his/her time zone?
   c. How do time zones affect some travel schedules? Why are they important when traveling to another city?
   d. How do time zones affect television programming? Does everyone in the United States watch the same sports event at the same time? Why or why not?

EXAMPLE:

Pacific	Mountain	Central	Eastern
2:30 AM	3:30 AM	4:30 AM	5:30 AM
6:41 PM	7:41 PM	8:41 PM	9:41 PM
10:00 AM	11:00 AM	12:00 PM	1:00 PM
9:36 AM	10:36 AM	11:36 AM	12:36 PM
1:02 PM	2:02 PM	3:02 PM	4:02 PM

Activities:

1. Have students make a chart listing three "soccer cities" in time zones other than their own city. Using 10 local times, have them find the corresponding time in the other cities.
2. Ask the students when it is lunchtime at their school what is the time in three other "soccer cities?" Dinner time? Bedtime?
3. Show the class a page from an airline schedule and explain how to read the information. Discuss arrivals and departures. Have students figure out the amount of time a flight takes based on its arrival and departure times. Include flights from different time zones (i.e., Jane's plane left Orlando at 4PM and arrived in Denver at 6PM. It was a four hour flight. How do you explain the difference in time?).
4. In some sports, a team (i.e., soccer, baseball, basketball, etc.) is scheduled to play a game every day or every two days, etc., often in cities far away from each other. How does travel to and from different time zones affect the team's practice, meals, rest schedules?

Incorporate Personal Impact Journal activities.

Time Zones

Answer Sheet

If it is 11:00 AM in Los Angeles, what time will it be in the listed cities?

City	Time	City	Time
1. Macon, Georgia	2:00 PM	18. Amarillo, Texas	1:00 PM
2. Salt Lake City, Utah	12:00 PM	19. Baltimore, Maryland	2:00 PM
3. Mobile, Alabama	1:00 PM	20. Scranton, Pennsylvania	2:00 PM
4. Madison, Wisconsin	1:00 PM	21. Casper, Wyoming	12:00 PM
5. Portland, Oregon	11:00 AM	22. Stockton, California	11:00 AM
6. Cleveland, Ohio	2:00 PM	23. Duluth, Minnesota	1:00 PM
7. Stowe, Vermont	2:00 PM	24. Knoxville, Tennessee	1:00 PM
8. Bismark, North Dakota	1:00 PM	25. Trenton, New Jersey	2:00 PM
9. Natchez, Mississippi	1:00 PM	26. Shreveport, Louisiana	1:00 PM
10. Tampa, Florida	2:00 PM	27. Tacoma, Washington	11:00 AM
11. Omaha, Nebraska	1:00 PM	28. Concord, New Hampshire	2:00 PM
12. Roswell, New Mexico	12:00 PM	29. Denver, Colorado	12:00 PM
13. Grand Rapids, Michigan	2:00 PM	30. Jonesboro, Arkansas	1:00 PM
14. Charlotte, North Carolina	2:00 PM	31. Buffalo, New York	2:00 PM
15. Helena, Montana	12:00 PM	32. Lawton, Oklahoma	1:00 PM
16. Dover, Delaware	2:00 PM	33. Lexington, Kentucky	2:00 PM
17. Springfield, Massachusetts	2:00 PM	34. Pocatello, Idaho	12:00 PM

Note: Arizona and Nevada do not switch to Daylight Saving Time.

Time Zones

If it is 11:00 AM in Los Angeles, what time will it be in the listed cities?

City	Time	City	Time
1. Macon, Georgia		18. Amarillo, Texas	
2. Salt Lake City, Utah		19. Baltimore, Maryland	
3. Mobile, Alabama		20. Scranton, Pennsylvania	
4. Madison, Wisconsin		21. Casper, Wyoming	
5. Portland, Oregon		22. Stockton, California	
6. Cleveland, Ohio		23. Duluth, Minnesota	
7. Stowe, Vermont		24. Knoxville, Tennessee	
8. Bismark, North Dakota		25. Trenton, New Jersey	
9. Natchez, Mississippi		26. Shreveport, Louisiana	
10. Tampa, Florida		27. Tacoma, Washington	
11. Omaha, Nebraska		28. Concord, New Hampshire	
12. Roswell, New Mexico		29. Denver, Colorado	
13. Grand Rapids, Michigan		30. Jonesboro, Arkansas	
14. Charlotte, North Carolina		31. Buffalo, New York	
15. Helena, Montana		32. Lawton, Oklahoma	
16. Dover, Delaware		33. Lexington, Kentucky	
17. Springfield, Massachusetts		34. Pocatello, Idaho	

Sam's Soccer Sale

Materials:

Pencil
Paper
Newspaper advertisements
Chart *(included)*
Calculator *(optional)*
Flyers *(optional)*
Newspaper travel section *(optional)*

Objective:

To calculate the amount of discount when given a regular price and the discount expressed as a fraction.

Instructions:

Eric was going to join a soccer team and he needed several items before he could play. His mother saw an advertisement in the newspaper for a sale at Sam's Sporting Goods Store.

1. Show the students several newspaper sales advertisements. Review with the students that a sale is a reduction in price called a discount. Have the students point out the items advertised as a fraction discount (i.e., 1/3 off red caps).
2. Discuss and review the steps in finding a discount price when the discount is given as a fraction. (These steps only work when the numerator is 1.)
3. Steps:
   a. Divide the price by the denominator of the fraction.
   b. Round to the nearest cent. (This is your discount.)
   c. Subtract from the regular price to find the sale price. (See example.)

Example:

a. To find 1/4 of $27.99 divide by 4.
b. Round $6.99 3/4 to $7.00 for the discount.
c. Subtract the discount from the regular price to find the sale price.

4. Show students chart on Sam's Soccer Sale. Using the formula for finding discounts, have students complete the chart.

Activities:

1. Have students bring in newspaper advertisements on sport shoes. Compare the price of specific brands at different stores. Find which store is offering the lowest price.
2. Students may keep a log of television advertisements they have seen for a week. What companies (i.e., department stores, furniture stores, car companies, etc.) are offering discounts on their merchandise?
3. Using the travel section of the newspaper, have students find airlines and resorts that are offering discounts.
4. Have students make their own advertisements, offering specific goods, using fractional discounts.

ANSWER SHEET

Item	Regular Price	% of Discount	Amount of Discount	Sale Price
Soccer Ball	$19.99	1/4 off	$ 5.00	$14.99
Shin Guards	$16.37	1/2 off	$ 8.19	$ 8.18
Gloves	$12.48	1/4 off	$ 3.12	$ 9.36
Soccer Shoes	$25.66	1/3 off	$ 8.55	$17.11
T-Shirt	$11.47	1/2 off	$ 5.74	$ 5.73
Shorts	$ 9.99	1/4 off	$ 2.50	$ 7.49
Sweatpants	$11.88	1/2 off	$ 5.94	$ 5.94
Sweatshirt	$16.99	1/4 off	$ 4.25	$12.74
Socks	$ 2.99	1/3 off	$ 1.00	$ 1.99

ANSWERS

1. Eric would have spent $127.82.
2. Eric spent $83.53 buying the items on sale.
3. Eric saved $44.29.
4. Three items were half-priced. The shin guards, the T-shirt and the sweatpants.
5. It is important to check prices at several stores before you make a purchase so you can get the lowest price. Advertisements are a convenient way of checking the price on specific items so you spend your money wisely.
6. Comparison shopping is comparing the price of the same item at several different stores.

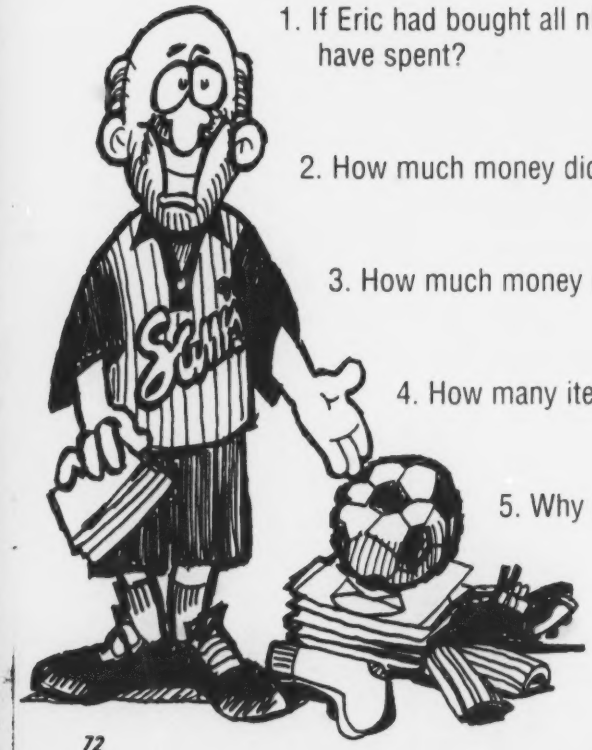
Incorporate Personal Impact Journal activities.

Sam's Soccer Sale

Student Sheet

Item	Regular Price	% of Discount	Amount of Discount	Sale Price
Soccer Ball	$ 19.99	1/4 off		
Shin Guards	$ 16.37	1/2 off		
Gloves	$ 12.48	1/4 off		
Soccer Shoes	$ 25.66	1/3 off		
T-Shirt	$ 11.47	1/2 off		
Shorts	$ 9.99	1/4 off		
Sweatpants	$ 11.88	1/2 off		
Sweatshirt	$ 16.99	1/4 off		
Socks	$ 2.99	1/3 off		

Questions:



1. If Eric had bought all nine items at the regular price, how much money would he have spent?

2. How much money did he spend buying the nine items on sale?

3. How much money did Eric save at Sam's Soccer Sale?

4. How many items were half-priced? What were those items?

5. Why is it important to check the prices at several stores before you make a purchase? How do advertisements help you make a wise choice?

6. What is comparison shopping?

Soccer Field Follies

Materials:

Sheet with soccer field measurements *(see Appendix)*
Rulers
Yardsticks
Marking chalk
Trundle wheel *(optional)*

Objective:

To measure length/width in feet and inches, and find the perimeter and area. Students will then convert this knowledge to the metric system.

Instructions:

1. Students write the width and length of a soccer field from diagram.
2. Find the area and perimeter of the soccer field.
3. Find the area and perimeter of the penalty area.
4. Students will break down the soccer field measurements as follows:
   a. Number of feet in the touchline.
   b. Number of inches in the touchline.
   c. Number of feet in the goal line.
   d. Number of inches in the goal line.
5. In small groups measure a soccer field on the school yard including halfway line.

Activities:

1. With the diagram of the field of play, mark off a complete soccer field on the school yard including penalty areas, goal area and center circle.
2. Using a trundle wheel, have the students mark off the soccer field in meters. Answer the following questions:
   a. How many meters in a touchline?
   b. How many meters in a goal line?
   c. How many meters in a penalty area?

Incorporate Personal Impact Journal activities.

California, Here I Come

Materials:

Pencil
Paper
Enclosed sheets
Calculator *(optional)*

Objective:

To show how a savings account earns additional money on the amount saved in a bank or savings and loan.

Instructions:

Willie was invited to join his best friend's family on a trip to Los Angeles for the World Cup soccer tournament. His mother said he could go if he paid for part of the trip. She suggested the best way to save money was to open a savings account. Willie took some money he had earned and went to a local bank (or savings and loan). The manager explained to Willie that the most common kind of savings account is called a passbook account. She gave him an account number and a passbook, which is a record of all transactions.

1. Ask the students "What is a savings account?" (A person deposits money in a savings account so that the money accumulates and earns interest. Interest is what the bank pays you for the use of your money.)
2. Ask the students if anyone has a savings account. Is anyone saving for something special?
3. On a chart or on the board, show the students an example of a savings passbook (included). A passbook is a record of savings account transactions. Explain what each column means.

Account number
The identification number of your account. No one may withdraw money from anyone else's savings account.

Date
Shows the date of the transaction.

Withdrawal
The amount of money taken out of a savings account.

Deposit
The amount of money put into a savings account.

Interest
Money the bank pays you for the use of your money.

Balance
The total amount of money in your savings account.

4. Show the students a copy of Willie's passbook (included). Using the sheet, have the students answer the following questions (see included sheet).

Activites:

1. Using the student sheet (included), have students make up a fictitious account, i.e., Elisha made a deposit on October 4th for $300.00, on October 16th for $137.00 and October 24th for $30.00. On November 9th she made a deposit of $192.00 and on November 10th the bank paid her $8.00 in interest. On November 26th she made a deposit of $40.00 and on December 1st she made a withdrawal of $150.00. Ask the following types of questions:
   - What was her balance on October 24th?
   - What is the total of all deposits made?
2. Have students research different types of savings accounts. (They may want to call different banks for information.) Compare and contrast the different types of accounts.
3. Students may make weekly / monthly budgets. Be sure to include savings. Have students calculate how much money they will have saved in 12 months if they stick to their budgets.
4. Brainstorm with students different ways they can earn money.

ANSWERS

1. The date of Willie's first transaction was September 27. He deposited $98.00 in his account.
2. Two transactions were made in October, May and June. On October 16th, Willie deposited $108.00 and on October 30th he deposited $68.00. On May 2nd, he deposited $111.00 and on May 25th he deposited $75.00. On June 1st, the bank paid Willie $11.00 in interest and on June 25th Willie withdrew $25.00.
3. On January 9th Willie's balance was $381.00.
4. Willie made his first withdrawal on March 19th. He withdrew $50.00. After his withdrawal, his balance was $367.00.
5. Willie earned interest on his account on January 9th and on June 1st. On January 9th, the interest was $7.00 and on June 1st the interest was $11.00.
6. The total of Willie's withdrawals were $75.00. Willie would have had a total of $614.00 dollars in his account on June 5th if he had not made withdrawals.

Incorporate Personal Impact Journal activities.

California, Here I Come

Willie's Savings Account Account # **396431-2**

DATE	WITHDRAWAL	DEPOSIT	INTEREST	BALANCE
9/27		98.00		98.00
10/16		108.00		206.00
10/30		68.00		274.00
12/26		100.00		374.00
1/9			7.00	381.00
2/4		36.00		417.00
3/19	50.00			367.00
5/2		111.00		478.00
5/25		75.00		553.00
6/1			11.00	64.00
6/5	25.00			539.00

Questions

1. What was the date of Willie's first transaction? What did he do?

2. Which months had more than one transaction? What were these transactions?

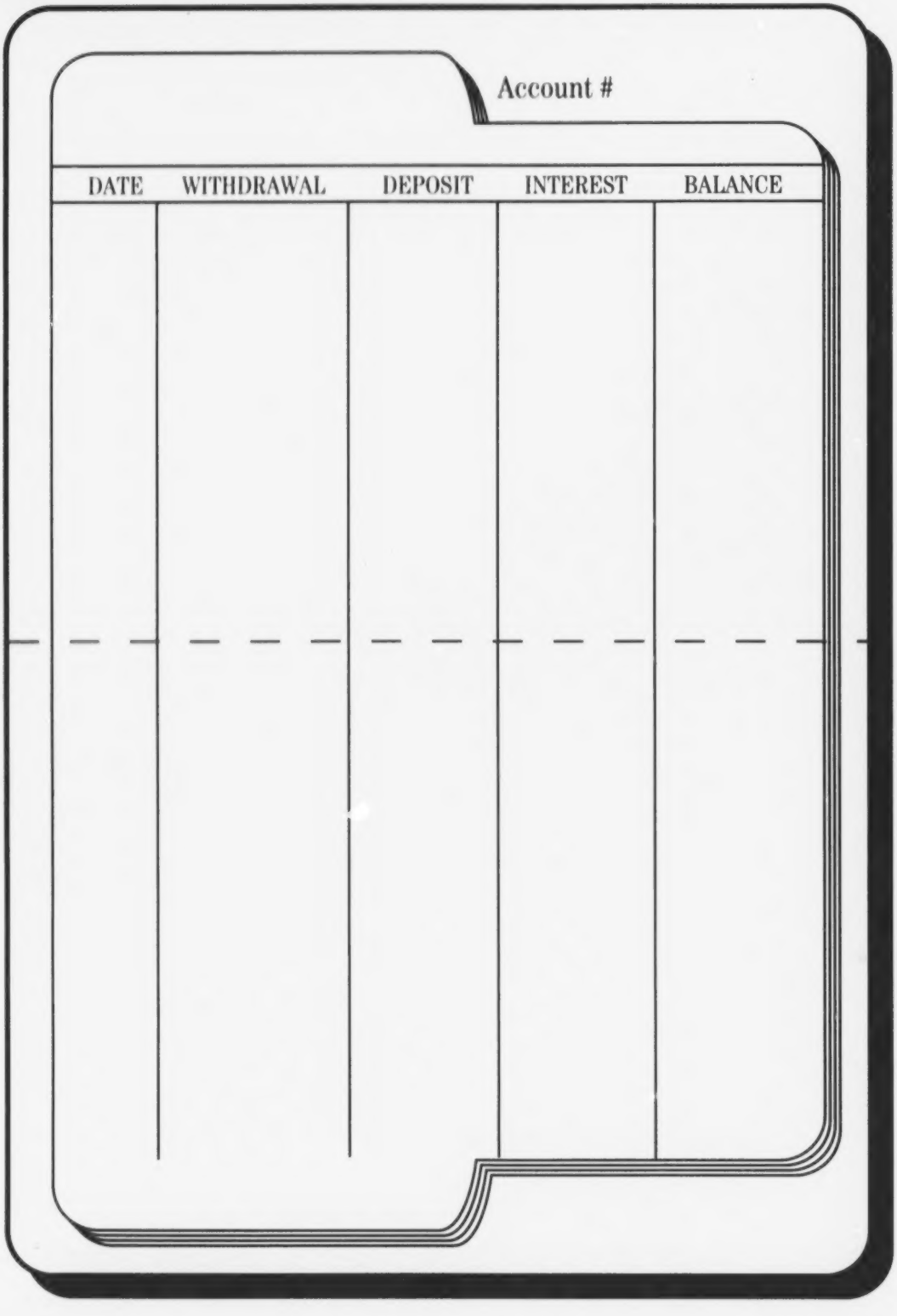
3. What was Willie's balance on January 9th?

4. When did Willie make his first withdrawal? How much money did he withdraw? What was his balance after the withdrawal?

5. When did Willie earn interest on his account? How much was the interest each time?

6. What was the total of Willie's withdrawals? How much money would Willie have had in his account on June 5th if he had not withdrawn any money?

California, Here I Come



the goals program

Gaining **O**pportunities to **A**chieve **L**ifetime **S**uccess

Sciences

WorldCup USA94

CRF

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Score a Nutritional Goal

Materials:

Paper
Pencils
Rulers
Included sheets
Charts
Newspaper and magazine articles

Objective:

To understand the importance of a balanced diet.

Instructions:

A soccer player needs energy. In a 90-minute match, a player will run about five miles. This energy comes from eating the right foods and nutrients. The basic food groups include milk, bread, fruits, vegetables, meat and a small amount of fat.

Six kinds of nutrients are also essential for good health. These include:

Carbohydrates: found in bread, rice, cereal and pasta. Supply the body with energy.

Fats: found in butter, oils and nuts. Supply the body with energy.

Protein: found in meat, poultry, fish, beans, eggs, and nuts. Builds and repairs the body and produces energy.

Minerals: found in milk, leafy vegetables and seafood. Builds bones and teeth. Needed for growth and repair of body.

Vitamins: found in vegetables and citrus fruits. Needed for body growth and maintenance.

Water: found in all foods. It is 75-80% of the body.

1. Show the students the food chart. Discuss the basic food groups. Why is it important to have foods from each group daily? (To ensure you are getting a balanced diet. A balanced diet includes the right amount of nutrients the body needs for good health. See chart.)
2. Students will classify foods in each group and the nutrients they contain (see sheet).
3. On the board or a chart, have students suggest different foods that could be included for each basic food group (see sheet).
4. Students will then plan a one day menu including breakfast, lunch and dinner (see sheet). Discuss each menu. Is the menu balanced? Does it include the proper number of servings from each food group? Does the menu include the proper nutrients? How could they improve their choices?

NUTRIENTS	FOODS IN WHICH THEY ARE FOUND
Carbohydrates	Bread, Rice, Pasta, Cereal, Candy, Tortillas
Fats	Butter, Olives, Mayonnaise, Oil, Nuts, Salad dressing
Protein	Meat, Fish, Nuts, Poultry, Beans, Cheese
Minerals	Milk, Seafood, Apricots, Leafy vegetables
Vitamins	Vegetables, Citrus fruits, Yogurt, Eggs, Wheat germ
Water	All foods

Activities:

1. Students may plan a five-day menu for their family. Also, they may develop a special five-day diet for a soccer player (remember, a soccer player uses a great amount of energy while playing soccer).
2. In small groups, students may make a restaurant menu. Be sure all the basic food groups are available on their menu. Illustrate a menu cover.
3. Make a list of your favorite foods. Find the calories listed for each food. Why are some foods called "junk food?" (High caloric content, little or no nutritional value, contain "hidden" fats)
4. Divide students into small groups. Assign each group a basic food group. Have students bring in a recipe from their food group. Make a classroom recipe book. Illustrate the different entrees.

Incorporate Personal Impact Journal activities.

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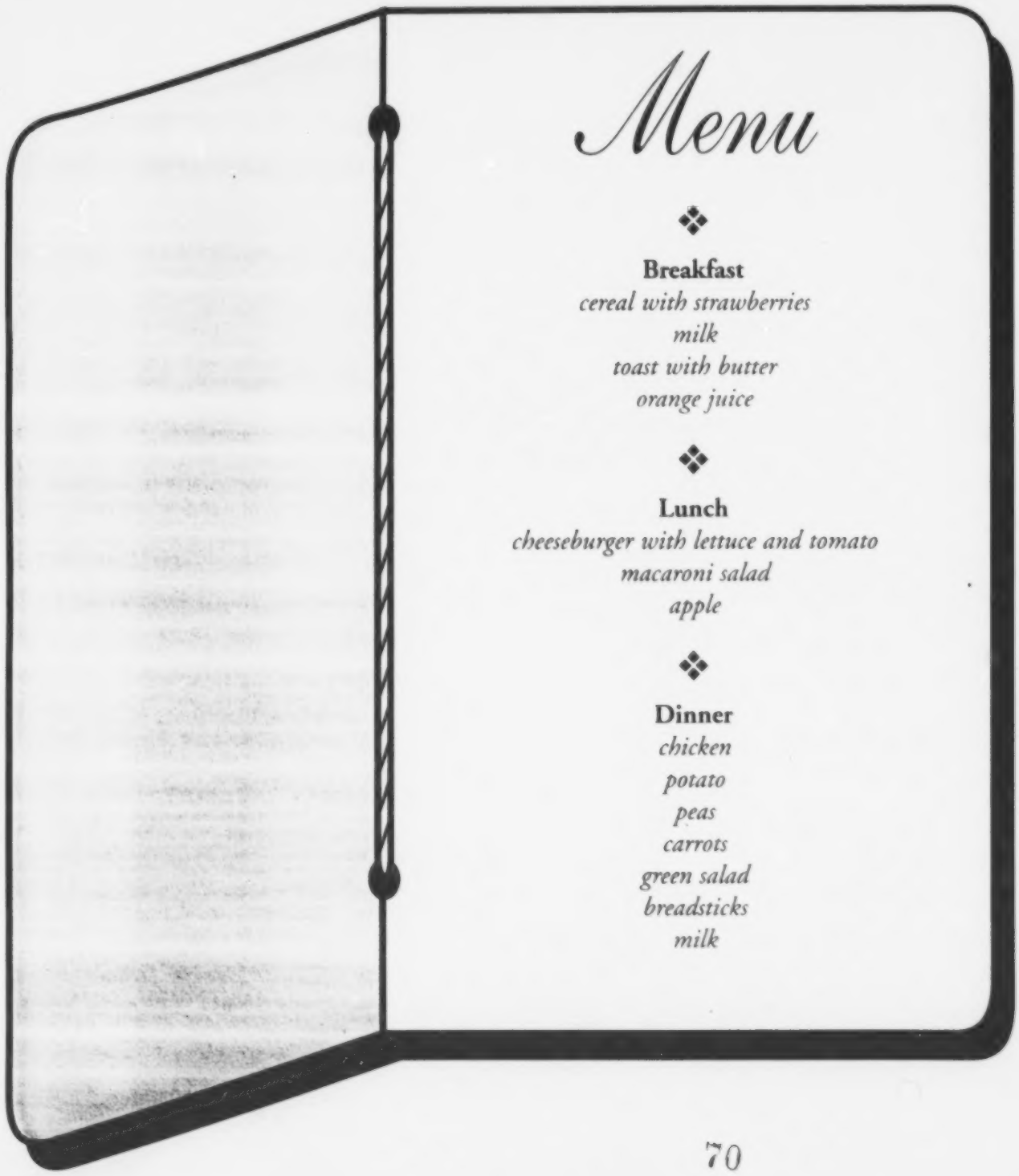
Sample



Menu

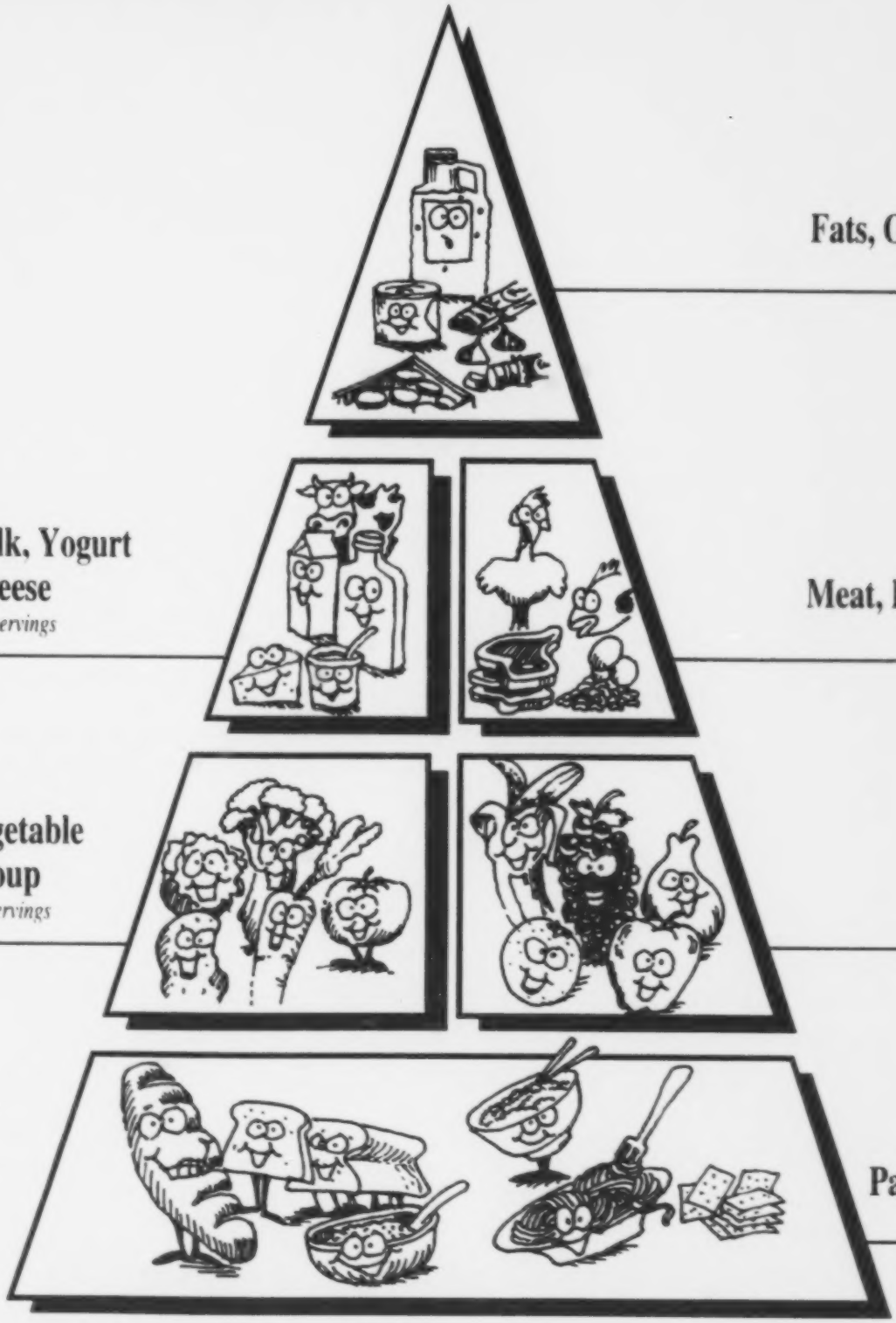
Breakfast
cereal with strawberries
milk
toast with butter
orange juice

Lunch
cheeseburger with lettuce and tomato
macaroni salad
apple

Dinner
chicken
potato
peas
carrots
green salad
breadsticks
milk

Score a Nutritional Goal

Sample



Score a Nutritional Goal

Sample

SUGGESTED FOOD LIST

I. Bread, Grain, Pasta Group	II. Vegetable Group	III. Fruit Group	IV. Milk, Yogurt, Cheese Group	V. Meat, Fish, Bean Group	VI. Fats, Oils, Sweets
cereals	green beans	apples	buttermilk	beef	margarine
English muffins	celery	grapefruit	ice cream	pork	butter
hamburger roll	spinach	orange	cottage cheese	chicken	mayonnaise
tortilla	onions	pineapple	yogurt	turkey	salad dressing
popcorn	lettuce	watermelon	swiss cheese	salmon	vegetable oil
spaghetti	tomato (a fruit, eaten as a vegetable)	raisin	cheddar cheese	lobster	
rice	cauliflower	banana	sour cream	pinto beans	
crackers	pumpkin				

Score a Nutritional Goal

Student Sheet

NUTRIENTS	FOODS IN WHICH THEY ARE FOUND

Self-Esteem

Materials:

Paper
Pencil
Worksheet *(included)*
Two school pictures or snapshots *(optional)*

Objective:

To promote better self-esteem.

Instructions:

The game is tied. The crowd is roaring. You must make the winning goal! Every soccer player's dream.

Self-esteem means how you picture yourself. High self-esteem means having a favorable (good) opinion of yourself.

To develop confidence and high self-esteem, you have to feel you are a valuable person. This means not only liking yourself, but recognizing and accepting your strengths and weaknesses.

1. Discuss positive thinking with students. Why is it important? (If you make negative statements or put yourself down, you lower your self-esteem.) Positive thoughts raise your self-esteem.
2. Brainstorm with students some positive adjectives that could describe the students' personality traits. Put some of the adjectives on a chart or board.

EXAMPLE

smart	cute	trustworthy	creative
considerate	respectful	reliable	athletic
gentle	fair	generous	truthful
kind	self-confident	prompt	fun

3. Have each student write his/her name on a slip of paper and put it in a box. Pass the box around, have each student draw a name out of the box, other than his/her own.
4. Give each student two worksheets (included). Have students put their own name in the center of one sheet. Put aside.
5. Write the name of the student they have drawn from the box in the center of the second sheet. Fill in the circles with adjectives that describe the best traits of the students. Put paper aside.
6. Have students take the sheet of paper with their own name written in the center. Write adjectives that best describe themselves in the circles.
7. Return papers so each student has two papers about himself/herself: one paper written by another student and one written by him/her.
8. With the students' permission, have students or teacher read some of the papers.
9. If pictures or snapshots are available, have students place their pictures in the center of each sheet.

Activities:

1. Make a booklet of the Self-Esteem Diagrams. Feature a student of the day/week. Put his/her picture on a board or chart.
2. Each student may make two small signs, "I, (student's name), am a valuable person." Each student may put one on his/her desk and take the other home to place on a dresser or mirror.
3. Everyone has many different abilities and strengths. Make a list of all your special abilities and strengths. Read your list often.
4. Pay someone a sincere compliment. How do you think it made him/her feel? How did you feel?

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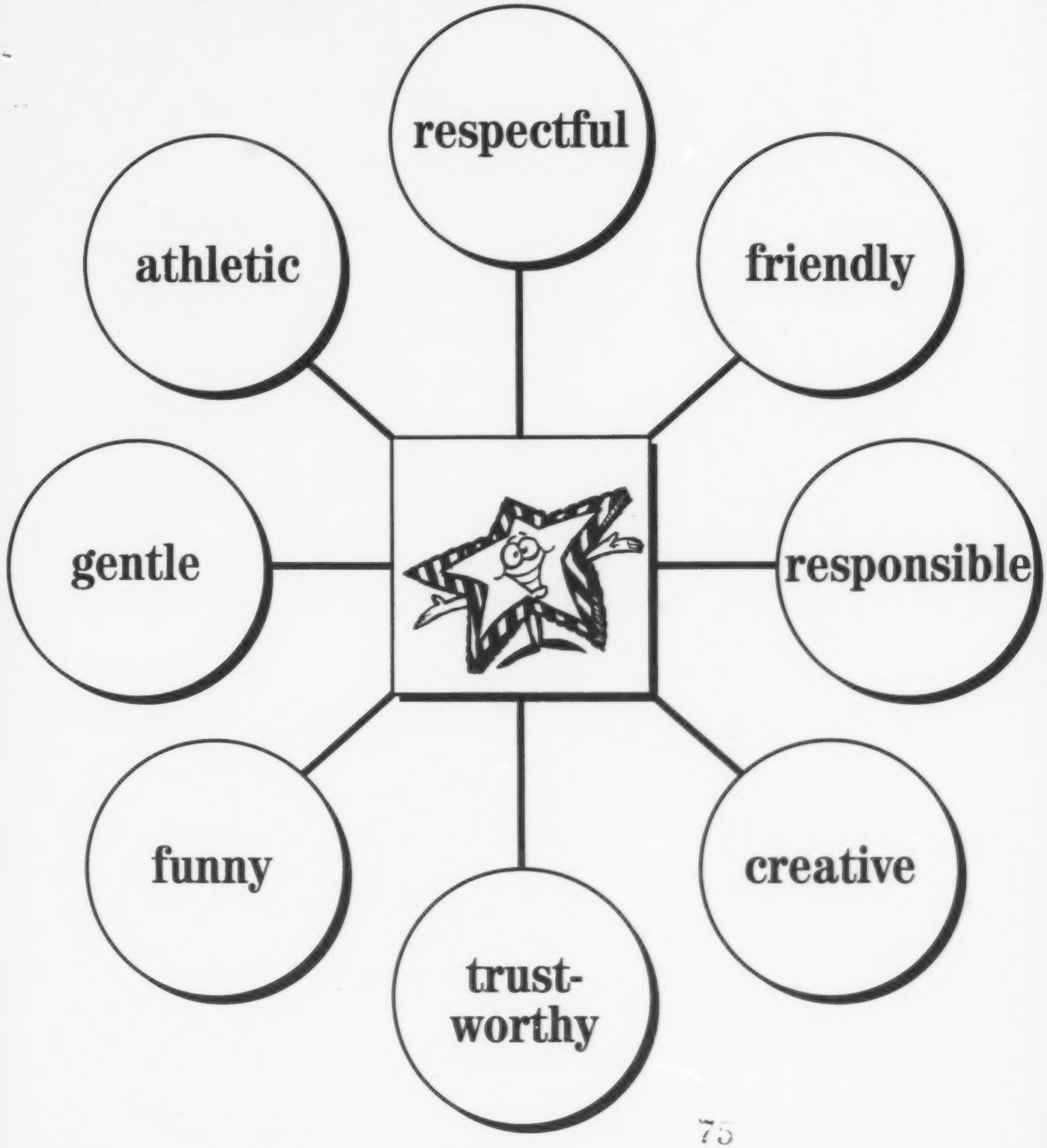
Incorporate Personal Impact Journal activities.

Self-Esteem

My Self-Esteem Diagram



Self-Esteem

We Make a Goal

Materials:

Pencil
Paper
Goal sheets *(provided)*

Objective:

To write a goal.

Instructions:

In soccer, making a goal gives your team a point. The player that scores the point feels good that he contributed to the team's goal of winning the game.

In life, setting and achieving goals raises one's self-esteem and confidence. A realistic goal is something that can be achieved in a reasonable length of time. Objectives are measurable steps you take to reach your goal. There are no guarantees that you will be successful in every goal you want to achieve, but practice makes setting and accomplishing goals easier.

1. Discuss the importance of setting goals with students. What do they want to accomplish? How long will it take? (A day, week, month?) Emphasize the importance of doing some small task daily toward the goal.
2. On a chart or board, have students pick several goals they would like to achieve. Remind the students that a realistic goal is a goal that can be accomplished in a reasonable length of time. Objectives are the measurable steps you take in reaching your goal.
3. Distribute goal sheet (provided). Have students pick three goals they think they can accomplish in a week. Have them fill in two objectives toward achieving each goal.
4. In small groups discuss the students' goals and objectives. Do the objectives lead toward the goal?
5. Students will pick one of the goals they want to do in a week (see chart). Each day, they will write down one step they have taken toward their goal.
6. After two or three days, have students review their chart. Check to see if they are on schedule. If not, changes should be made at this time.
7. Read the chart at the end of the week. How many students reached their goal? What positive feelings did they have when they accomplished their goal or when they took each step?

Activities:

1. Draw a picture of yourself achieving your goal. Label your picture with the goal you want to achieve. Put the pictures in a class book.
2. Each student may write a contract.
3. Pick a class goal. Discuss what you have to do to achieve that goal. Keep a daily graph of the progress.
4. Participate in a school fundraiser. Have class make posters or charts advertising the event. Be sure to place the school's goal on each poster.

EXAMPLE CONTRACT

My goal is to _____(goal).
I will reach my goal by _____(date).
This goal is important to me because (reason):

Signature _____

Incorporate Personal Impact Journal activities.

Goals

Student Sheet

I. Goal:	
Objective:	
Objective:	
II. Goal:	
Objective:	
Objective:	
III. Goal:	
Objective:	
Objective:	

Examples

I. Goal:	**To make new friends.**
Objective:	Introduce myself to a new person this week.
Objective:	Ask this person to have lunch with me and meet my friends.
II. Goal:	**To make 100% on weekly spelling test.**
Objective:	Learn to spell six words each day.
Objective:	Have someone give me a pre-test the night before the exam. Study misspelled words.
III. Goal:	**To improve soccer skills.**
Objective:	To practice soccer skills with a friend 20 minutes each day.
Objective:	To jog two miles three times a week.

Goals

Student Sheet

Goal:	
Day 1	
Day 2	
Day 3	
Day 4	
Day 5	

Goals

Sample

Goal:	To score 100% on spelling test.
Day 1	1. Read over spelling list. 2. Look up definitions of any word you don't know.
Day 2	1. Take one-half of list. 2. Write each word ten times. 3. Cover each word. Spell.
Day 3	1. Take second half of list. 2. Write each word ten times. 3. Cover each word. Spell.
Day 4	1. Have someone give you a test on your words. 2. Practice the words you miss.
Day 5	1. Review words. 2. Relax

We Love Our Planet

Materials:

Pencils
Paper
Worksheet *(included)*
Tag board *(optional)*
Art paper *(optional)*

Objective:

To learn how we can conserve energy and water.

Instructions:

Look around the stadium at an international soccer game. You'll see people of all colors, cultures and languages cheering for their favorite team. They all have in common a love for soccer.

Regardless of where we live, people have the same needs: shelter, food and love. We also share and love the planet on which we live. Just as we have to take care of ourselves for survival, we have to take care of our planet for its survival.

As a soccer player has to conserve his energy before a game, we have to conserve the natural resources of our planet for future generations. It's the little things we do each day that make the greatest difference. We can all start by making small changes such as recycling and conserving energy and water.

1. Brainstorm ways that each of us may conserve energy and water in our own homes. Discuss different ways that we, as individuals, can make a difference.
2. Put ideas on chart or board.
3. Divide students into small groups. Give each group a paper with one room in a house written on top (see sheet).
4. Group will pick one student as a recorder. Ask students to list five ways to conserve energy and/or water in their rooms.
5. Recorders will list ideas on sheet.
6. When groups are finished, have each group read its list to the class.
7. On a poster, have one or two students draw a diagram of the interior of a house (see diagram). Rooms should include a living room/family room, bathroom, kitchen, bedroom and laundry room.
8. Have the recorder for each group write the five ideas for saving energy/water in "their" room.
9. Display "Conservation House" in classroom.

Activities:

1. Each student will write a slogan for saving energy. Illustrate slogan. Make a class book on "Energy Saving Slogans."
2. Have each group submit posters on conserving energy/water. Student committee will pick several for awards. Display poster around the school.
3. Start a recycling program at school. Have each classroom decorate a box for recycling paper. Ask the school custodian to have a main recycling bin for the school.
4. Call your local Department of Water and Power. Ask them to send a representative to speak on conservation to the class or at a school assembly.

Incorporate Personal Impact Journal activities.

We Love Our Planet

Sample

Room

LIVING ROOM/FAMILY ROOM

1. Keep thermostat low. 68 degrees daytime is recommended, 10 degrees lower at night.
2. Put on an extra sweater instead of turning up heat.
3. When leaving house for several hours, turn off heaters and/or air-conditioners.
4. Only use light wattage you need. Higher wattage than needed wastes energy.
5. Put lights on automatic timers.

BEDROOM

1. Use two regular blankets instead of electric blanket.
2. Turn off lights when you leave the room.
3. Open drapes/shutters during the day to let sunlight in; close them at night to keep the room warm.
4. In summer, use a ceiling fan instead of air-conditioner.
5. Turn off TV or VCR when not in use.

BATHROOM

1. Take shorter showers and use less water in the tub.
2. Dry hair naturally instead of using hair dryer.
3. Don't use the heat lamp.
4. When brushing teeth, don't let water run.
5. Don't use the toilet as a wastebasket.

LAUNDRY

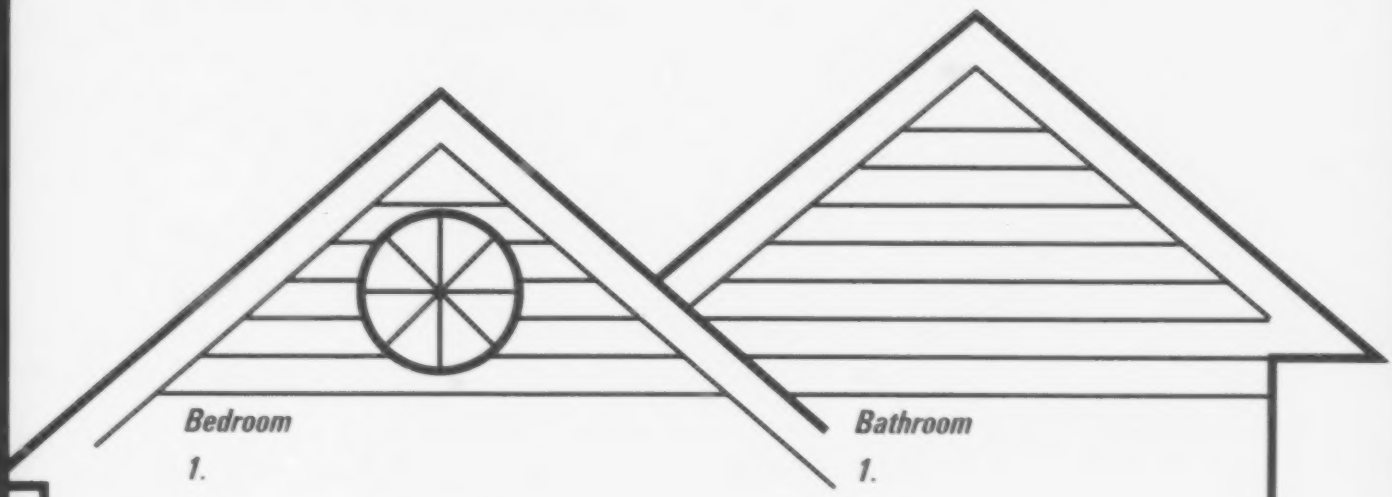
1. Wash a full load when using washing machine.
2. Use cold or warm water as often as possible when washing clothes.
3. When using dryer, turn off dryer as soon as the load is dry. This saves energy and prevents wrinkles.
4. Clean lint filter in dryer after each load.
5. Use clothesline instead of dryer, whenever possible.

KITCHEN

1. When using dishwasher, only wash full loads.
2. Turn off dishwasher after last rinse. Let dishes air dry.
3. Avoid unneccessary opening and closing of refrigerator door.
4. Use small or manual appliances for many kitchen jobs.
5. Recycle. Have recycling bins for paper, aluminum and glass.

We Love Our Planet

Student Sheet



Bedroom

1.
2.
3.
4.
5.

Bathroom

1.
2.
3.
4.
5.

Living Room

1.
2.
3.
4.
5.

Kitchen

1.
2.
3.
4.
5.

Laundry Room

1.
2.
3.
4.
5.

We Love Our Planet

Room: _____

Soccer Weather

Materials:

Weather section of a current newspaper for five consecutive days

Graph paper

Rulers

Objective:

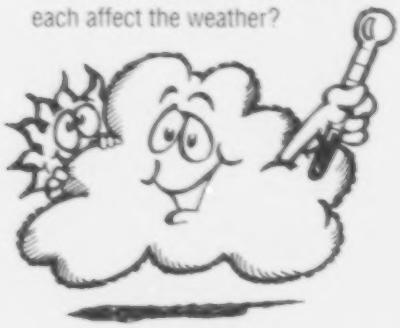
To make, read and interpret weather data in a line graph by plotting the daily temperature of an international city for one week.

Instructions:

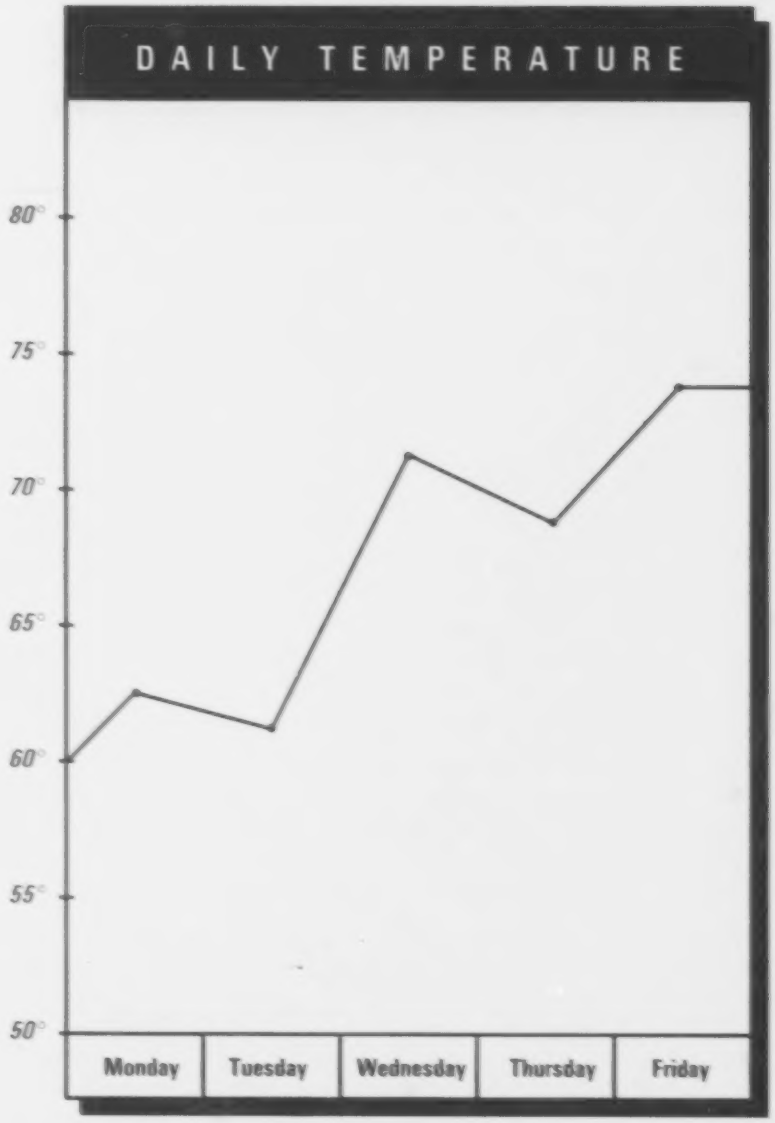
1. Student will pick an international "soccer city" and follow the temperature for five consecutive days.
2. Using graph paper, the student will make a line graph of the daily temperature.

Activities:

1. Have students compare temperature graphs of different cities. How are the climates different? The same? What factors influence different climates? How does this affect soccer games?
2. Students may average out the daily temperature for one month. Using an almanac, explain if it is higher or lower than normal.
3. Learn weather symbols such as high, low, warm front, jet stream, cold front and trough. What do these words mean? How does each affect the weather?



Buenos Aires, Argentina



week of August 9, 1993

Incorporate Personal Impact Journal activities.

the goals program

Gaining **O**pportunities to **A**chieve **L**ifetime **S**uccess

*P*hysical *E*ducation

WorldCup USA94

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Individual Skills—Dribbling

Materials:

Soccer balls
Cones
Playing field

Objective:

To gain an understanding of basic soccer rules. To develop individual skills essential for success on the soccer field.

Instructions:

1. Divide the class into as many groups as number of soccer balls available. Have groups sit down in rows for introduction and demonstration.
2. Begin session by asking students, "What do you know about soccer and the rules of soccer?" After a brief discussion, focus on the "Rules of the Day."
3. "Rules of the Day" to be highlighted by teacher:
   A. Very little equipment is required. Players wear jerseys, shorts, cleated shoes and socks pulled over shin guards.
   B. Intentional contact with the ball from the shoulders to the hands is a foul. The goalkeeper may handle the ball, but only within the penalty area.
4. **Demonstration and Activity.** Explain to students the proper technique for kicking and stopping a soccer ball. Stress the importance of not using the toe, but rather the instep (inside) or outside of the foot for better control. After a demonstration of dribbling using both feet, have students dribble to a cone set up 20 yards from the groups, turn around, and dribble back to the group.
5. After all students have had a chance to dribble, set up a competition among the teams with a relay race. Make sure that students understand that they are to dribble keeping the ball close to feet rather than kick and chase the ball. Stress control!
6. Bring students together, highlight the "Rules of the Day" again, and encourage students to practice dribbling on their own.

Activities:

1. Provide a handout to students with a diagram and dimensions of a soccer field to be filled in during unit of soccer lessons.
2. Show students a videotape which shows soccer players dribbling in a game.
3. In addition to relay races, students may be timed individually and compete against each other.
4. Add four more cones to the line (approximately five yards apart) so that students must dribble between cones. Once again, stress control!

Incorporate Personal Impact Journal activities.

Team Concepts—Passing

Materials:

Soccer balls
Cones
Playing field

Objective:

To gain an understanding of basic soccer rules. To develop individual skills and team concepts essential for success on the soccer field.

Instructions:

1. Divide the class into teams that were developed in the first lesson. Have teams sit down in rows for introduction and demonstration of lesson.
2. **"Rules of the Day."** Review previous rules and introduce new rules to be highlighted:
   A. A soccer team consists of 11 starting players, one is the goalkeeper.
   B. The length of the field should be 100-130 yards and the width, 50-80 yards. The field must be longer than it is wide.
   C. In most competition, a soccer game is 90 minutes long, played in two halves, 45 minutes each with a halftime break of 15 minutes.
3. **Demonstration and Activity.** Explain to students that they will be passing to a teammate. To begin, students may face each other and pass the ball back and forth between them. Have them take several turns at this activity while staying in one place. Next, have students face upfield toward the goal and jog slowly toward the cone while passing the ball between them. Finally, students should pass the ball between them while running upfield toward the cone. Students must pass the ball three or four times to different team members going upfield and three or four times returning back downfield.
4. Set up a relay race between the teams, stressing control by the two players as they pass to the cone and back.
5. Bring students together, highlight the "Rules of the Day" and encourage practice.

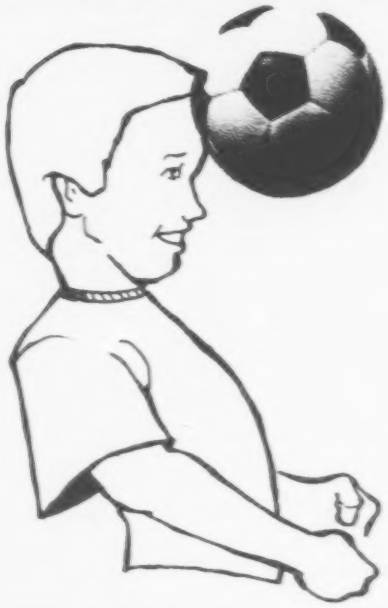
Activities:

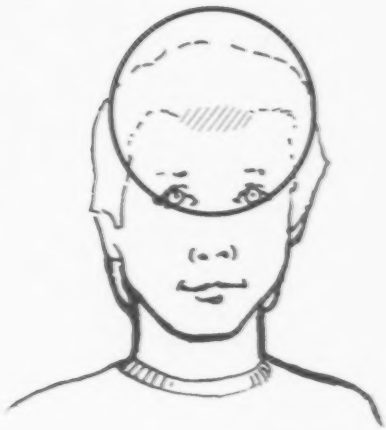
1. Have groups of five to seven students form a circle and pass the ball across the circle, concentrating on making good passes to their teammates.
2. One or two students may go into the circle and the players on the outside of the circle play "keep-away" from the students in the middle.
3. Students may kick a ball against a wall and control it and pass it to themselves.
4. Introduce the technique of heading (passing the ball with the head). Have students pair off and practice heading the ball, concentrating on using the top of the forehead, not the crown of the head.

Incorporate Personal Impact Journal activities.

Team Concepts—Passing

Contact Area for Heading The Ball





Heading The Ball

Meet the ball with feet spread and knees flexed, arching back from the hips.

Keeping your eyes on the ball, tuck your chin into your chest and swing your upper body forward, striking ball with upper forehead.

As contact is made, release the chin, following through with the forehead.

Conflict Resolution—Shooting & Penalty Kicks

Materials:

Soccer balls
Cones
Playing field
Red, yellow cards

Objective:

To gain an understanding of basic soccer rules. To gain an understanding of the need for rules in sports.

Instructions:

1. Have teams sit down in rows for introduction and demonstration of lesson.
2. **"Rules of the Day."**
   A. The referee may award an indirect free kick for the following offenses:
      1. obstruction, dangerous play and offside.
      2. if a player taking a free kick or corner kick touches the ball again before it is touched by another player.

      On an indirect free kick, a goal cannot be scored until the ball has been touched by another player from either team.
   B. The referee may award a direct free kick when a player intentionally commits one of the following offenses:
      1. kicks or attempts to kick,
      2. charges from behind,
      3. charges in a violent or dangerous manner,
      4. jumps at, strikes or attempts to strike
      5. spits at, holds, pushes, or trips another player or handles the ball.

      On a direct free kick, a goal may be scored directly without being touched by another player.
   C. The referee may award a penalty kick for a direct free kick foul committed by the defense inside the team's own penalty area. The ball is placed 12 yards from the goal at the penalty mark and only the goalkeeper may defend.
3. **Demonstration and Activity**. Set up the three cases of penalty kicks on the field, using students as players. Walk through each of the different rulings, explaining the differences, especially as to the role of the defense.
4. Set up cones to serve as goals. Divide the class into teams and have them practice shooting the ball between the cones. After several rounds, place a student as the goalkeeper and have students practice shooting at the goal in an attempt to score.
5. Bring students together, highlight the "Rules of the Day" and encourage practice.

Activities:

1. Have students practice shooting, passing and dribbling with both feet in all drills.
2. Each team should be given the opportunity to practice indirect, direct and penalty kicks against another team.
3. Set up penalty kicks and have teams compete against each other.
4. Introduce concepts of "unsportsmanlike conduct" and reference use of yellow (caution) card and red (send off) card.

Incorporate Personal Impact Journal activities.

Responsibility—Game Strategy

Materials:

Soccer balls
Cones
Playing field
Scrimmage vests
or other team identifier

Objective:

To gain an understanding of basic soccer rules. To develop team concepts essential for success in soccer. To develop an appreciation for participation in soccer.

Instructions:

1. Have teams sit down in rows for introduction and demonstration of lesson.
2. **"Rules of the Day."**
   A. A kickoff (also known as "start" and "restart") consists of the ball moving only the length of its circumference. The player kicking off may not touch the ball again until it has touched another player.
   B. When a ball entirely crosses the touchline, it is returned to play by a throw-in (an overhead, two-handed throw) with the player's feet touching the ground behind or on the touchline.
   C. When the ball goes over the goal line, but not into the goal, it is either a corner kick for the attacking team or a goal kick for the defending team depending on who touched the ball last before it went over the goal line.
   D. Offside is when a player in the opponent's half of the field receives a pass from a teammate when there are fewer than two opposing defenders between the player receiving the pass and the goal.
3. **Demonstration and Activity.** Demonstrate and have each team execute a kickoff. Have students return the ball to play using a throw-in from the side by working with a teammate. Also, have each team practice corner kicks with the idea of scoring a goal or setting up teammates for scoring opportunities.
4. Divide the class into three groups and form lines approximately 40-50 yards from a goalkeeper in front of cones set up for a goal. Place two defenders between the three attackers. The object is for the offense to get the ball past the defenders and score a goal. Make sure to call the offside and fouls when appropriate.
5. Have teams play against each other for two 15- or 20-minute periods incorporating all rules of play learned. Highlight "Rules of the Day" and encourage practice.

Activities:

1. Set up as many scrimmages as possible using three offensive players, three defenders and goalkeeper for each team.
2. Add players to scrimmages as level of play progresses.
3. Let teams practice by themselves in preparation for competition against other teams.

Incorporate Personal Impact Journal activities.

Self-development—Competition

Materials:

Soccer balls
Cones
Playing field
Scrimmage vests

Objective:

To develop an appreciation for participation in soccer that can provide an opportunity to improve students' self-development, self-discipline, competitive instincts, sense of fairness and a commitment to teamwork.

Instructions:

1. Have teams sit down in rows for instructions.
2. **"Rules of the Day"**–"Have fun, work hard and play by the rules."
3. Play actual soccer games, dividing the class period in half and allowing for halftime. Keep a running time clock, rather than stopping clock during matches. [Explain why the clock keeps on ticking in soccer and why there aren't too many stoppages in a game. If there are stoppages, who is responsible for added time (i.e., injury time), etc.]

Activities:

1. Set up a schedule so that each team plays against the other teams.

Incorporate Personal Impact Journal activities.

the goals program

Gaining **O**pportunities to **A**chieve **L**ifetime **S**uccess

The Goals Cup

WorldCup USA94

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The Goals Cup

Overview

World Cup USA 1994 and the Constitutional Rights Foundation presented "The GOALS Program" as a pilot project at Markham Middle School in Los Angeles. Students at Markham, located in the neighborhood of Watts, participated in the program both during class time and after school. As a culminating event to the pilot program, the first GOALS Cup was held on Saturday, June 26, 1993.

Objectives

To develop individual skills and team concepts essential for success on and off the field.

To develop an appreciation for participation in soccer that can provide an opportunity to improve self-concept, self-discipline and a sense of fairness, commitment and competition.

To engage in activities designed to foster positive attitudes toward responsible citizenship and to develop strategies for community service in students' schools and neighborhoods.

COMPONENTS

The three major features of The GOALS Cup are participation in athletics, academics and community service. Like the resource book, The GOALS Cup can be adapted and developed to meet the needs of your class, your school or the community.

Athletic competition–A soccer tournament can serve as the focus of the activity. Teams can be made up from individual classes, teams or schools. Depending on the number of teams participating, available fields, and time schedule, a tournament bracket can be set up to provide for the desired number of games.

Academics–As part of The GOALS Cup, students can be encouraged to develop an academic session that could highlight their involvement in "The GOALS Program." Examples of academic activities might be to display posters or essays, to present a video or slide presentation, to create a skit or short play, or to set up an academic competition among the participating teams.

Community Service–The final component of The GOALS Cup is to provide an activity which can have a lasting impact on the school or community. A community service project can be developed by an individual team and presented during the tournament. Another idea is for all participating teams to come together to develop a larger project for the school or community. Students can also serve as mentors for elementary school students in the community and organize activities such as a soccer clinic or tournament for them.

Legacy

The GOALS Cup provides an opportunity for students, teachers and the community to work together in the development of activities and events which can have a lasting impact on everyone involved. Whether it is organized by an individual class, a school or a neighborhood, The GOALS Cup can become the foundation of a commitment to young people and their desire to succeed in sports and in life. Have fun, work hard and play by the rules!

SCHEDULE

The following schedule is an example of how The GOALS Cup may be organized to provide for participation by elementary school students:

9:00 AM Introduction to The GOALS Cup. Speakers may include participating students, teachers, principals or local elected officials.

9:15 AM Presentation by students involved in GOALS Cup. This is an opportunity for the middle school students to present activities or projects which highlight their involvement in "The GOALS Program."

10:00 AM Soccer clinic. Middle school students serve as instructors for the clinic which focuses on individual soccer skills. A guest speaker may also be included as part of the clinic.

11:00 AM Soccer Tournament Semifinals. Four teams of elementary school students participate in the tournament, with two games taking place at the same time. Play may consist of 30 minutes running time, with two 15-minute halves and a five-minute halftime.

11:45 AM Championship Game, The GOALS Cup. The winning teams from the previous games compete in the Finals.

12:30 PM Lunch. Local restaurants or supermarkets may be interested in sponsoring the event by providing food and beverages. A barbecue or pot-luck may also be encouraged and organized.

1:00 PM Awards Ceremony. Individual and team awards may be given for athletic, academic or community service participation.

Gaining Opportunities to Achieve Lifetime Success

the goals program

WorldCup USA94

CRF

Constitutional Rights Foundation

Student Contract

This agreement is an acknowledgement of my participation in the GOALS Program. It is an agreement with the Constitutional Rights Foundation, World Cup USA 1994 and _____.
The terms of this contract begin on _____
and will continue throughout my life.

1. ***I agree*** to play by the rules of the game, both on and off the playing field.
2. ***I agree*** to be a team player, both on and off the playing field.
3. ***I agree*** to work with others in resolving conflicts that arise, both at school and at home.
4. ***I agree*** to accept responsibility for my own actions, both at school and at home.
5. ***I agree*** to put forth my best possible effort in everything I do, both at school and at home.
6. ***I agree*** to respect authority, policy, property, and the rights of all other people, both at school and at home.

I understand that it is a privilege to have the opportunity to participate in The GOALS Program. I also understand that any actions which are deemed as a breach of this contract are cause for the immediate termination of my membership in The GOALS Program.

_____ _____

Student Date

Gaining **O**pportunities to **A**chieve **L**ifetime **S**uccess

the goals program

In recognition to

_____

for having successfully completed the GOALS Program at

_____ _____

Name of School Date

97 98.

Gaining Opportunities to Achieve Lifetime Success

I AM A MEMBER OF the goals program

Name

Presented by the Constitutional Rights Foundation and World Cup USA 1994

Gaining Opportunities to Achieve Lifetime Success

I AM A MEMBER OF the goals program

Name

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Gaining **O**pportunities to **A**chieve **L**ifetime **S**uccess

Appendix

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SOCCER–The Game Rules

Soccer is a simple game played between two teams. The team that scores the most goals by game end wins. The following represents an abridged version of the 1993 Laws of the Game:

I. Field of Play

Fields vary in size from 100-130 yards long and from 50-80 yards wide. Goals, penalty areas, and other markings are standard size and distance apart, regardless of the field size. The goal must be 8 yards wide and the crossbar eight feet from the ground. (See diagram on page 126.)

II. Ball

The ball must be spherical, made of real or synthetic leather, 27-28 inches in circumference and weigh 14-16 ounces.

III. Number of Players

A soccer team is made up of 11 players. Positions include: goalkeeper, defenders, mid-fielders, forwards and substitutes. When the ball is in play, only the goalkeeper may use his/her hands, but only within his/her penalty area. In international play, no more than two substitutions are allowed. A player cannot re-enter play once he/she has been substituted. The substitution rule may be modified at the youth level.

IV. Players' Equipment

All players must wear shoes, socks, shinguards, shorts, and a shirt with a number. All players on a team must wear the same color shirt. Each team's goalkeeper must wear a different color shirt from his/her teammates to be distinguishable.

V. Referee

The referee enforces all of the laws of the game and makes all calls on the field. He/she is the timekeeper and is the ultimate authority on the field.

VI. Linesmen

These two people work on the touchline (one on each side and half of the field), assisting the referee. They use flags to signal the referee for a substitution, offside, or if the ball has gone out of play.

VII. Duration of Game

A soccer game is usually 90 minutes long, with two 45 minute halves and a 5 minute halftime in international play (10-15 minutes are allowed at other levels of play at the discretion of the referee or rules of competition). Time is never stopped. The referee may add time to the game at his/her discretion for time wasting or injuries.

The referee will signal the end of the game by blowing the whistle. A referee may suspend a game at any time if:

- weather conditions have made it too dangerous to continue playing;
- a player is seriously injured;
- the crowd becomes out of control; or
- there are less than 7 players on either team.

If a suspension occurs, neither team wins, regardless of the score, and a determination will be made if the game is to be replayed.

VIII. Start of Play

A coin toss determines either who will kick off or defend which goal. The referee signals the start of the game by blowing the whistle. The kickoff is made with a placekick at the center spot. All 11 players must be on their own half of the field, and the team not kicking off may not have any players in the center circle. The referee is the timekeeper and will start time once the ball has been kicked forward and has rolled its entire circumference (about 27 inches). The player kicking off the ball may not touch it again until another player has played the ball. The other team will kick off the second half and the teams will switch sides so field or weather conditions won't be an advantage or disadvantage to only one team. If play is stopped by the referee and the ball did not pass over touchline or goal line, the referee will drop the ball between a player from each team at the place where the game was suspended. The ball must touch the ground before the players can play it.

IX. Ball In and Out of Play

The ball is out of play when it has wholly crossed the goal line or touchline or when the game has been stopped by the referee.

X. Method of Scoring

A goal is scored when the ball completely passes over the goal line into the goal.

XI. Offside

Offside is when an attacking player in the opponents' half of the field receives a pass from a teammate when there are fewer than two opposing defenders (including the goalkeeper) between the player receiving the pass and the goal.

XII. Fouls and Misconduct

A direct free kick is awarded to the opposing team at the place where the foul or offense occurred when a player intentionally commits any of the following nine offenses:

1. kicks or attempts to kick an opponent
2. trips an opponent
3. jumps at an opponent
4. charges an opponent in violent or dangerous manner
5. charges an opponent from behind
6. strikes or attempts to strike an opponent or spits at him/her
7. holds an opponent
8. pushes an opponent
9. handles the ball

The referee may award a penalty kick for any of the nine offenses which are committed within the penalty area by the defense.

An indirect free kick is awarded to the opposing team when a player commits any of the following five offenses:

1. Dangerous play
2. Charging fairly, i.e., with the shoulder, when the ball is not within playing distance of the players concerned and they are not trying to play the ball
3. Obstruction
4. Charging the goalkeeper
5. When playing as a goalkeeper
   a. takes more than four steps in any direction
   b. releases the ball into play and picks up the ball again before it is touched by another player
   c. time wasting by not putting the ball into play
   d. picks up the ball with his hands after it was passed back to him by one of his teammates

A player shall be cautioned (yellow card) if he/she:

1. enters or re-enters the field of play to join his team without the permission of the referee
2. persistently infringes the laws of the game
3. shows dissent to the referee
4. is guilty of ungentlemanly conduct

A player shall be sent off (red card) if he/she:

1. is guilty of violent conduct or serious foul play
2. uses foul or abusive language
3. persists in misconduct after having received a caution (yellow card)

XIII. Free Kick

Free kicks are called either direct or indirect. On a direct free kick, a goal may be scored directly without being touched by another player. On an indirect free kick, a goal cannot be scored until the ball has been touched by another player from either team.

XIV. Penalty Kick

The ball is placed 12 yards from the goal at the penalty mark or spot and only the goalkeeper may defend. One player is allowed to take the kick and the remaining players must stand outside the penalty area.

XV. Throw-In

When the ball entirely crosses the touchline, a throw-in is taken at the point where the ball went out of play. The team who did not last touch the ball throws the ball in to begin play. For a player other than the goalkeeper, this is the only situation in which use of hands is allowed.

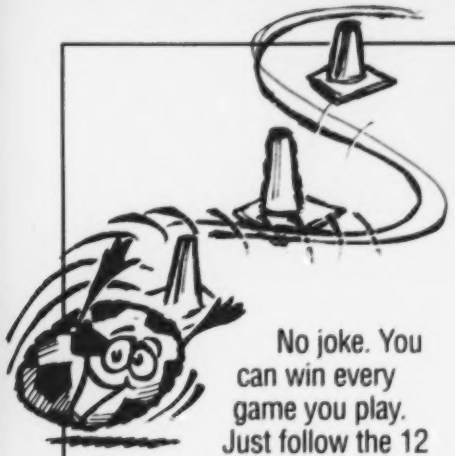
XVI. Goal Kick

A goal kick is given to the defending team when the attacking team touches the ball last and it entirely crosses the defending team's goal line. The ball may be placed anywhere in the goal area.

XVII. Corner Kick

A corner kick is given to the attacking team when the defending team touches the ball last and it entirely crosses their goal line. The ball is placed at the nearest corner to where the ball went out of play.

For more information about the game of soccer and how to play it, you may want to consult your school or community library for books on the subject.

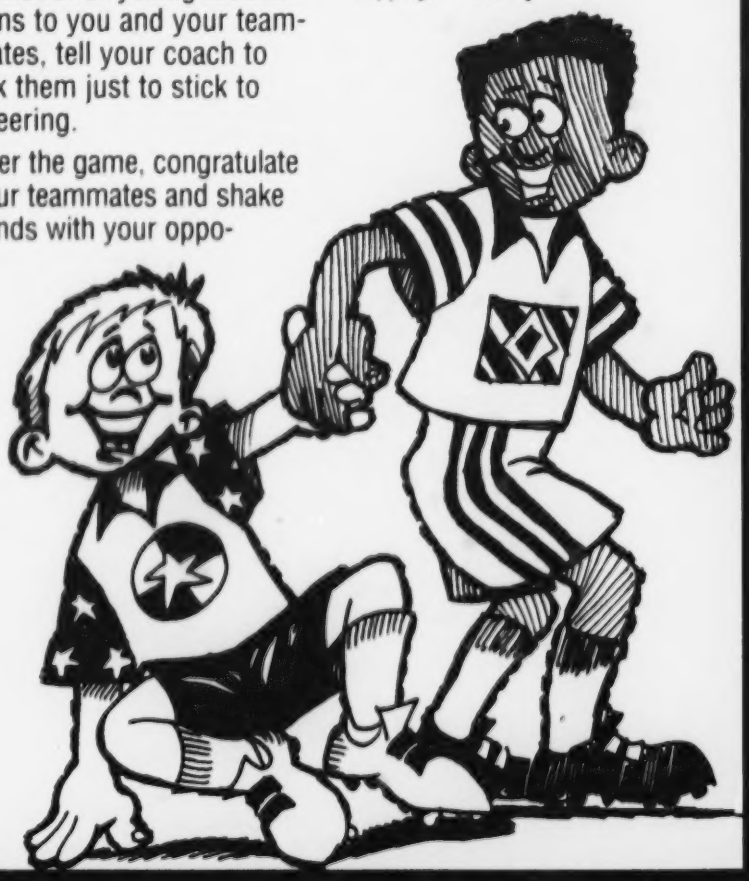


How To Win Every Game You Play

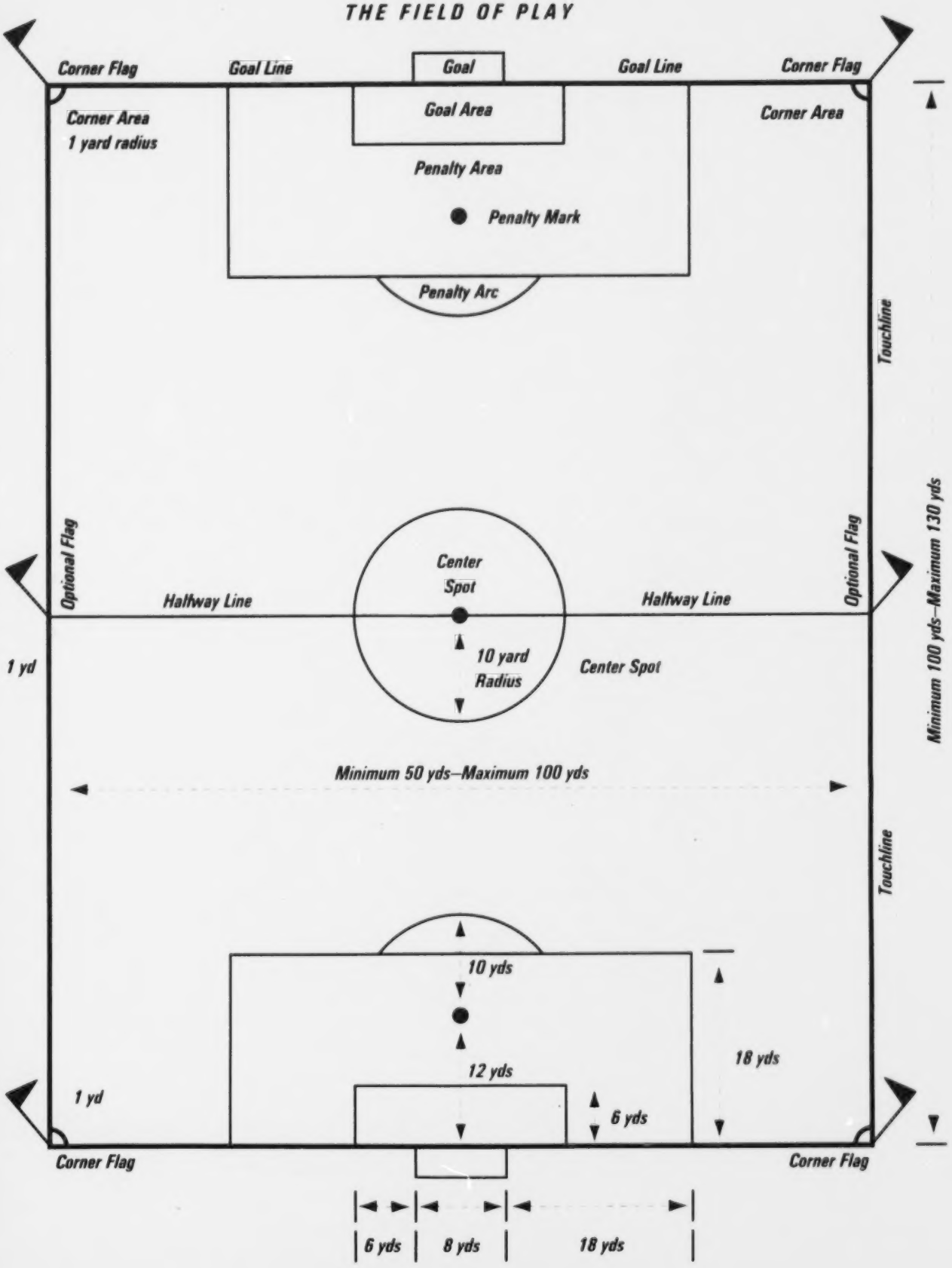
No joke. You can win every game you play. Just follow the 12 rules listed below. Many of these things are difficult—even more difficult than scoring goals or making fantastic saves. But if you try to follow all—or at least some—of these suggestions, it won't matter whether the score ends up in your favor or not. You'll go undefeated. Here are the rules:

- Walk over to the other team's bench before the game starts and wish the players and the coaches a good game. If you're the home team, welcome them to your home field and/or hometown.
- Try to master at least one new technique or skill during the course of the game.
- Concentrate on playing your very best for every minute you're on the field.
- Use every ounce of strength and every brain cell to get the ball in the opposite goal and to keep it out of your own goal.
- When play is stopped because someone on the other team gets hurt, be as concerned as if it were your teammate.
- While on the bench, try to figure out what your team is doing right and what it's doing wrong. Watch for what the other team is doing right and wrong, too.
- When a teammate makes a mistake, tell him or her to forget it. When your teammate makes a great play, let him or her know you saw it. And when opponents make great plays, congratulate them, too.
- If there are parents yelling at the ref or yelling instructions to you and your teammates, tell your coach to ask them just to stick to cheering.
- After the game, congratulate your teammates and shake hands with your opponents. Seek out the kid on the other team who you feel had a great game. Introduce yourself and compliment his or her play.
- Then go over to your coach and say thanks for coaching the game.
- Finally, thank your parents for getting you to the game and for supporting your love of soccer.

["Excerpted from the article PEP TALK by Joe Provey in SOCCER JR. magazine, Triplepoint, Inc.; Copyright 1993."]



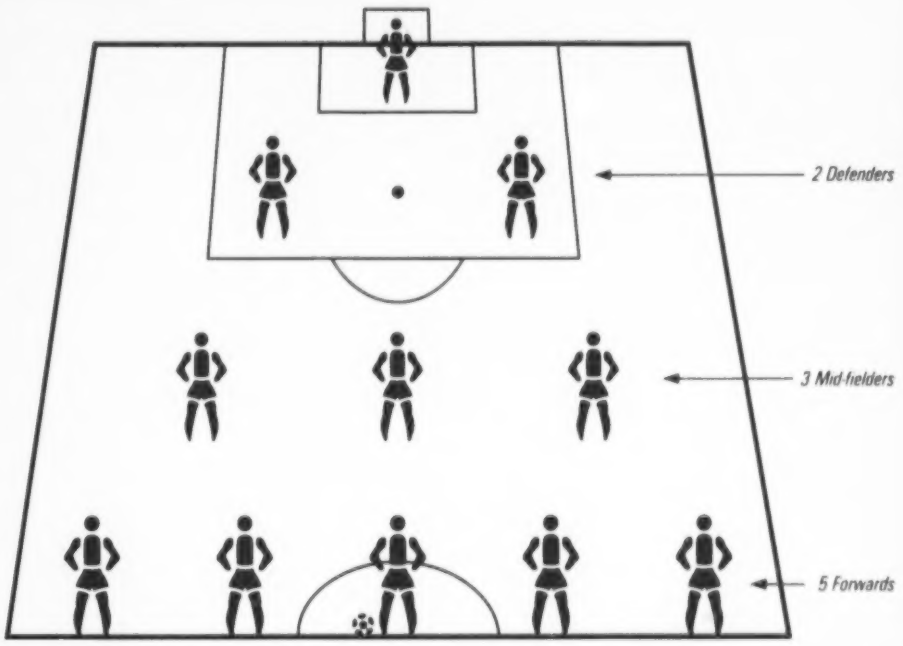
THE FIELD OF PLAY



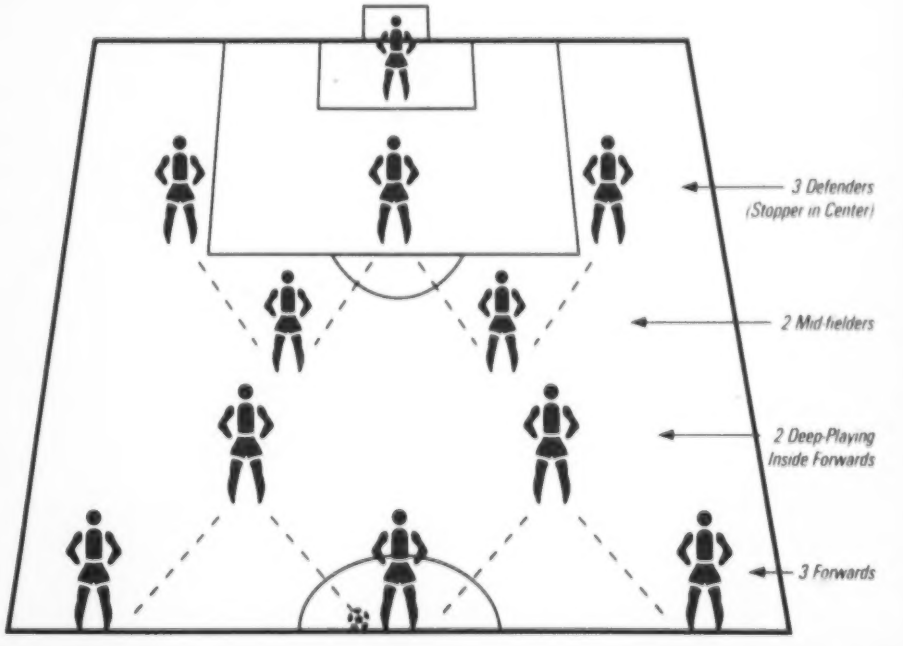
Goals are 8 feet high and 8 yards wide

10-1

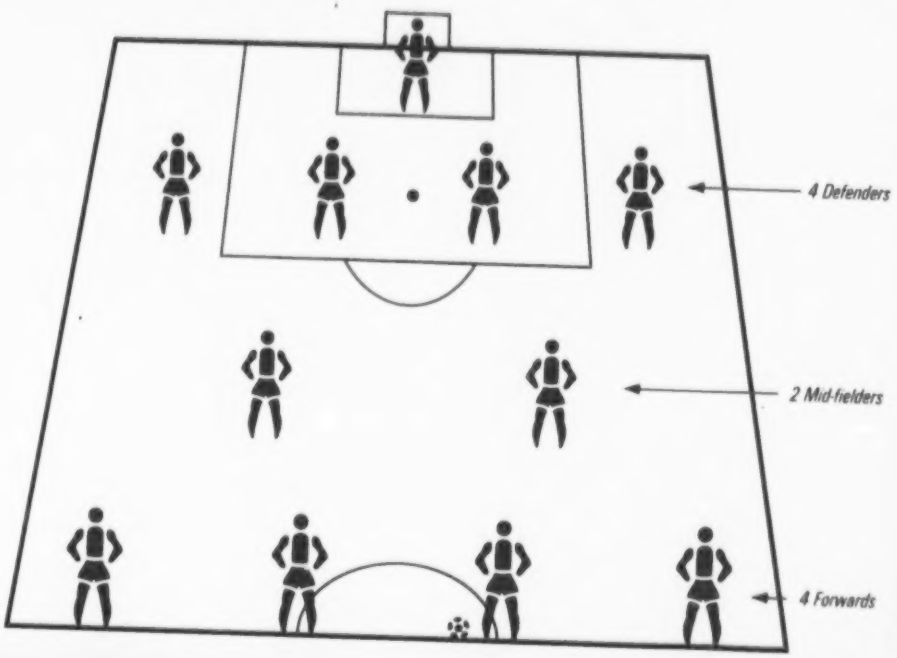
The 2-3-5 Formation



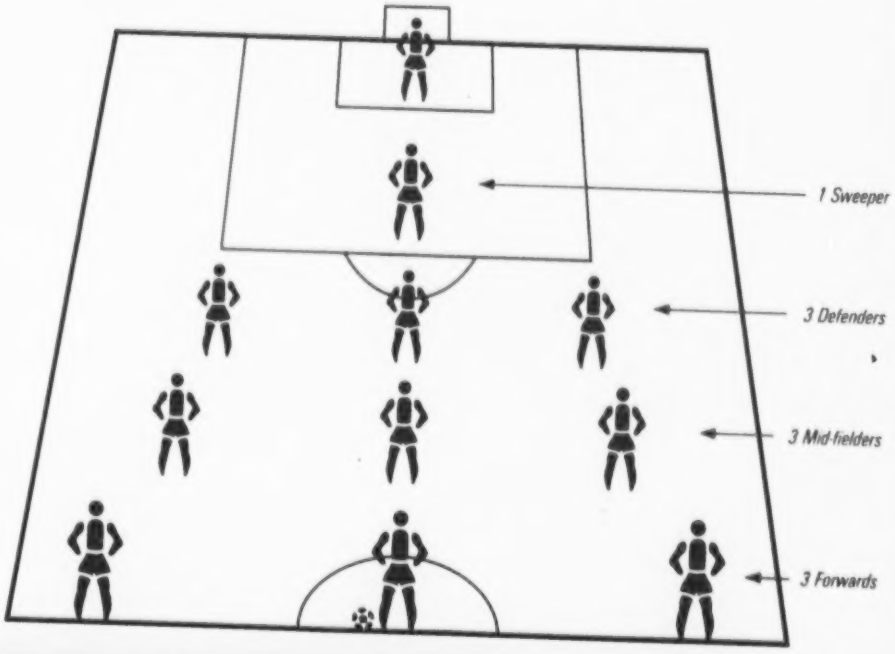
The 3-2-2-3 Formation

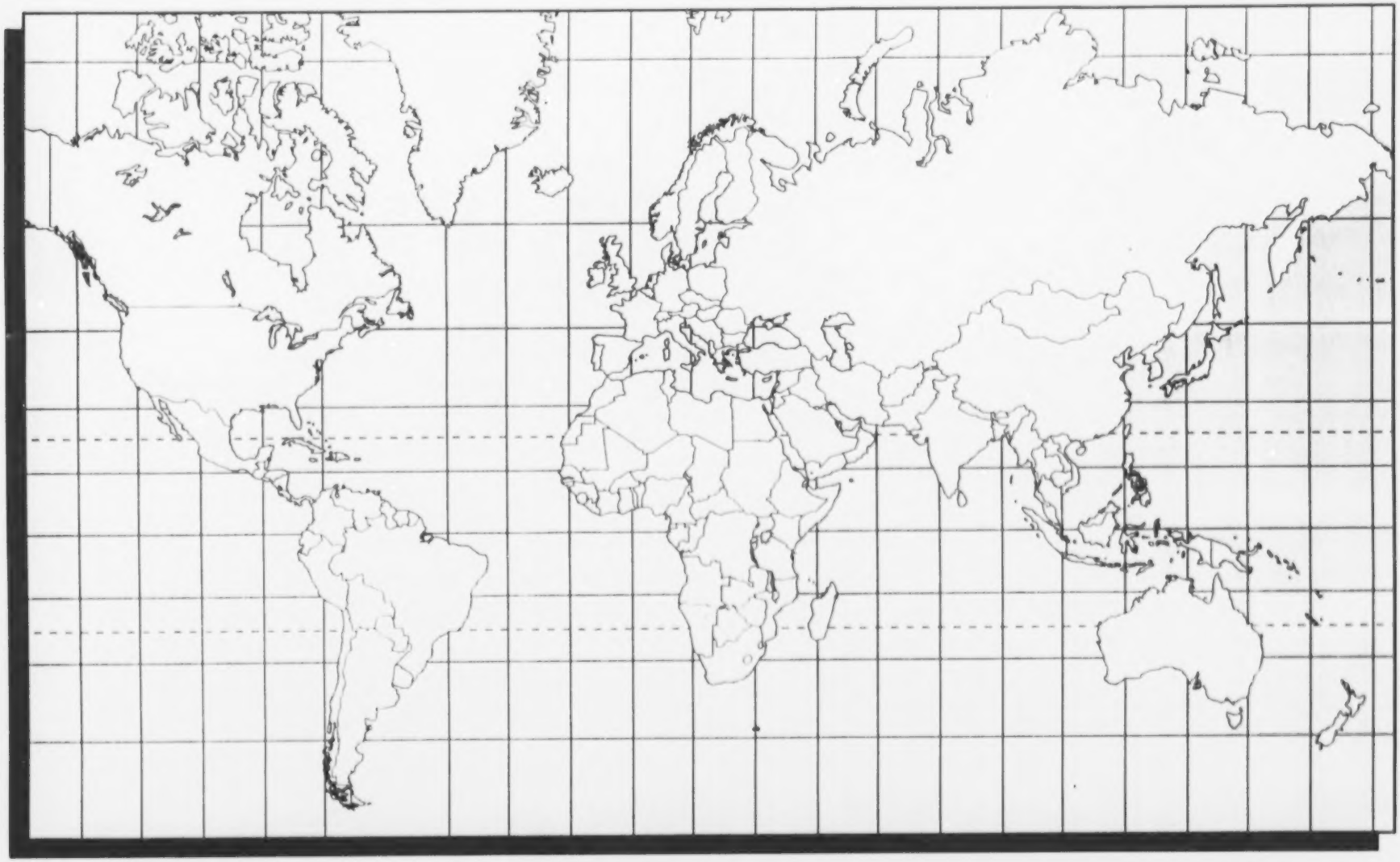


The 4-2-4 Formation



The 1-3-3-3 Formation





Map of the World

107

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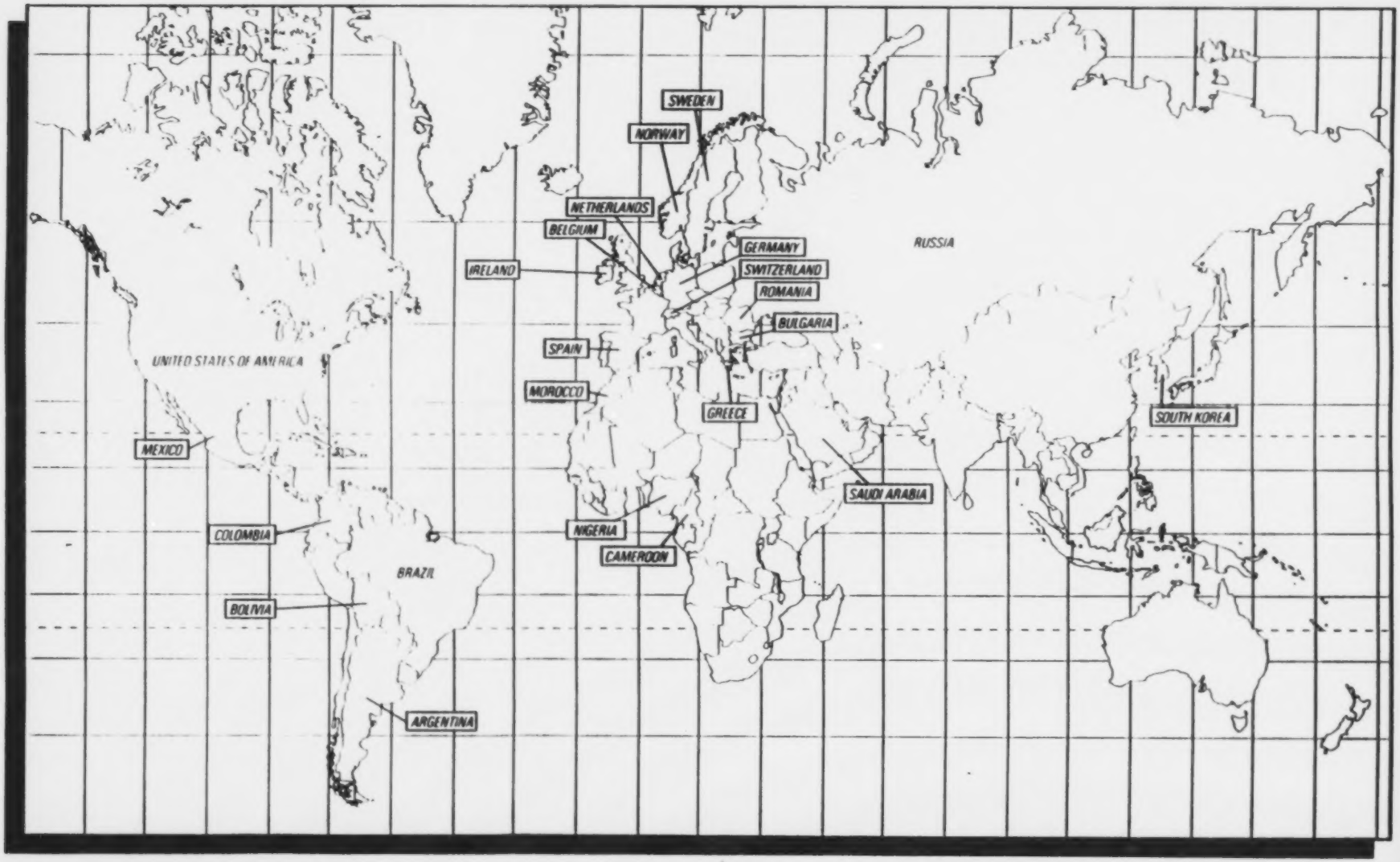

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Map of the World
with 1994 World Cup Finalist Countries

110

Continental United States Map

111

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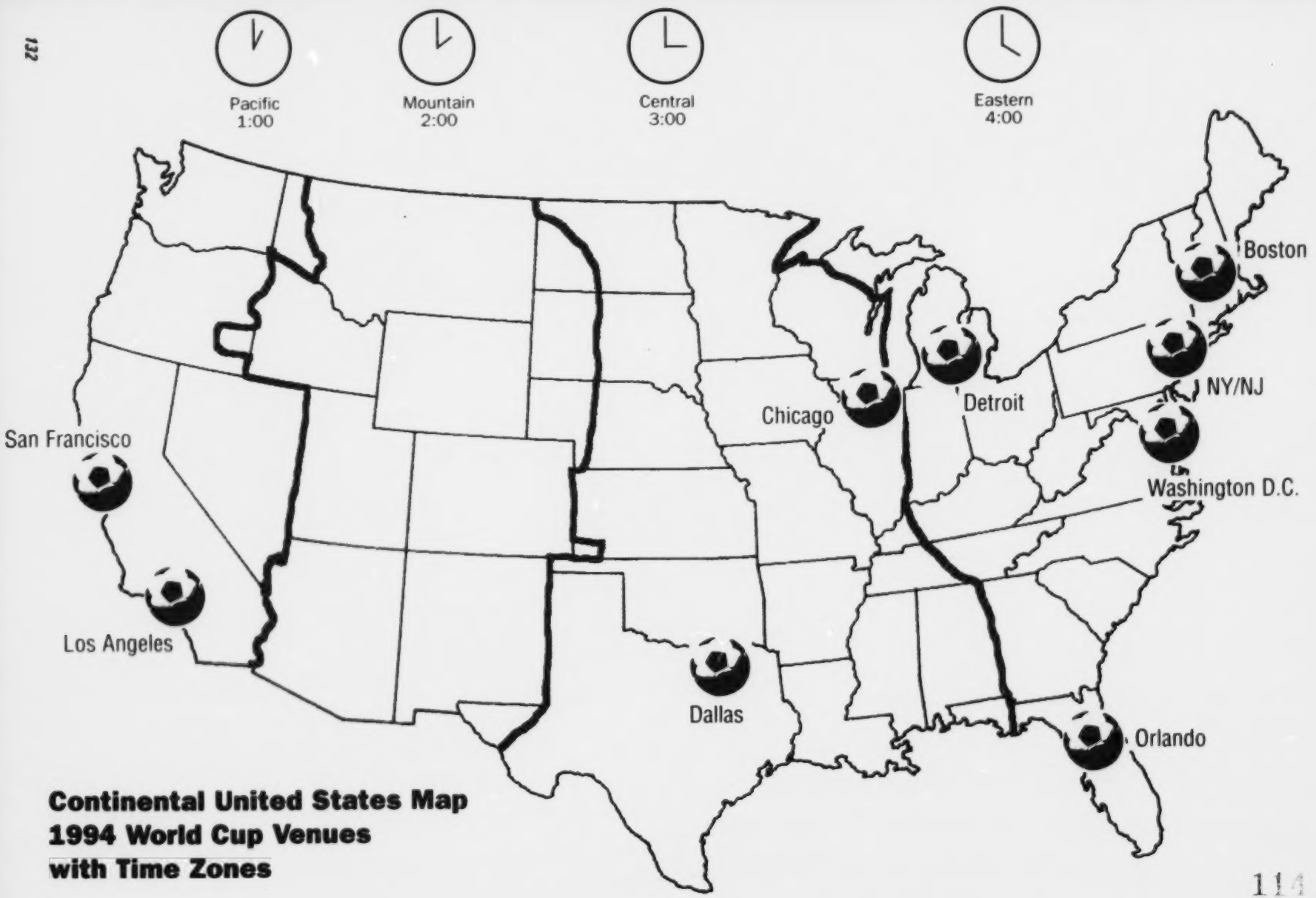

Continental United States Map
1994 World Cup Venues
with Time Zones

History of the World Cup

On May 26, 1928, FIFA announced plans to run its own competition, separate from the Olympic Games, and the World Cup was born. The FIFA Congress, led by President Jules Rimet, passed a declaration stating that FIFA would "organize a competition open to representative teams of all affiliated national associations." The first World Cup tournament was awarded to Uruguay in 1930.

The World Cup tournament has flourished over the last 63 years, attracting nearly every soccer-playing nation to its qualifying phase. The FIFA World Cup is the world's largest single-sport event. A cumulative worldwide television audience of 26 billion people watched the 1990 games in Italy. More than one billion people watched the 1990 World Cup final on television, triple the audience that watched the 1969 landing on the moon.

Today, the World Cup trophy remains the single most coveted sports trophy in the world. The original World Cup trophy was awarded to Brazil after its third title in 1970. The event has been contested every four years since 1930, except in the war years (1942 and 1946).

A total of 141 nations entered the 1994 World Cup. By the commencement of the first game to be played on June 17, 1994, nearly 500 continental qualification matches, played in FIFA's six world zones called confederations, will have taken place. After two years of these qualifying matches, 22 teams will emerge to challenge defending champion Germany and the U.S., the host nation, for the XV FIFA World Cup.

WORLD CUP CHAMPIONS THROUGH THE YEARS

Year	Site	Champion	Runnerup
1930	Uruguay	Uruguay	Argentina
1934	Italy	Italy	Czechoslovakia
1938	France	Italy	Hungary
1950	Brazil	Uruguay	Brazil
1954	Switzerland	West Germany	Hungary
1958	Sweden	Brazil	Sweden
1962	Chile	Brazil	Czechoslovakia
1966	England	England	West Germany
1970	Mexico	Brazil	Italy
1974	West Germany	West Germany	Netherlands
1978	Argentina	Argentina	Netherlands
1982	Spain	Italy	West Germany
1986	Mexico	Argentina	West Germany
1990	Italy	West Germany	Argentina

Fédération Internationale de Football Association (FIFA)

Founded in 1904 to provide unity among national soccer associations, the Fédération Internationale de Football Association (FIFA) today boasts 178 members, on a par with the United Nations, and is one of the most prestigious sports organizations in the world.

FIFA was established May 21, 1904, by seven national associations—Belgium, Denmark, France, Netherlands, Spain, Sweden and Switzerland—to "promote the game of Association Football (as opposed to rugby or American football) ..., to foster friendly relations among the National Associations, Confederations, and their officials and players by promoting the organization of football matches at all levels... and to control every type of association football by taking steps as shall be deemed necessary or advisable...". FIFA's birth was a result of the growing number of international games shortly after the dawn of the 20th Century. Soccer leaders in Europe felt that such expanded competition required a governing body and, under the leadership of Robert Guérin, a French journalist, the seven founding members gathered in Paris to shape the future of the sport.

Some nine decades later, soccer is the world's most popular sport, played by more than 150 million registered athletes—among them 10 million women—and viewed by billions of fans in stadiums and on worldwide television. In the course of a year, one million referees officiate no less than 20 million matches.

As soccer's ultimate administrative authority, FIFA governs all facets of the game: regulating the rules of play, overseeing the transfers of players internationally, organizing international competitions such as the FIFA World Cup, establishing standards of refereeing, coaching and sports medicine, and encouraging soccer's development around the world.

World Cup USA 1994

The World Cup Organizing Committee (WCOC) is the non-profit legal entity charged with staging the 1994 World Cup championship, under the direction of FIFA, soccer's international governing body.

The WCOC was established May 6, 1987, to prepare the United States Soccer Federation's bid to host the 1994 World Cup and now continues its task as the organizing entity.

The WCOC employs more than 300 people with executive, operations and marketing offices in Los Angeles and the press office in New York City. A joint marketing venture involving FIFA marketing representative ISL, and World Cup USA 1994, is located in Washington, D.C., in the same location as the organizing committee's government relations department. In addition to the three central offices, WCOC has set up offices in each of the nine venue cities.

Heading World Cup USA 1994 is Alan I. Rothenberg, chairman and chief executive officer of the WCOC. Rothenberg, a partner in the law firm of Latham & Watkins, also serves as president of the United States Soccer Federation, a position to which he was elected August 5, 1990. Scott Parks LeTellier is managing director/chief operating officer, and responsible for the WCOC's day-to-day activities. Elizabeth Primrose-Smith serves as managing director/chief administrative officer, and is responsible for the development and implementation of strategic and business plans, as well as managing the administrative and budgetary efforts.

DATES

June 17, 1994–July 17, 1994

VENUES

Boston	Foxboro Stadium
Chicago	Soldier Field
Dallas	Cotton Bowl
Detroit	Pontiac Silverdome
Los Angeles	Rose Bowl
New York/New Jersey	Giants Stadium
Orlando	Citrus Bowl
San Francisco	Stanford Stadium
Washington, D.C.	RFK Stadium

U.S. Soccer Federation

The U.S. Soccer Federation (USSF), a member of the Fédération Internationale de Football Association (FIFA) since 1913, is the national governing body for soccer in the United States. Headquartered in Chicago, U.S. Soccer was named the host national association for the 1994 FIFA World Cup in July 1988.

USSF was one of the world's first soccer organizations to be affiliated with FIFA. USSF has continued to grow through the years, now boasting the second largest membership of the 38 'Class A' members of the U.S. Olympic Committee.

USSF has 50 full-time employees working to administer and serve a membership located in all 50 states. USSF is a non-profit, volunteer organization administered by a national council of elected representatives. Much of the USSF's business is conducted by a board of directors representing three vast administrative arms:

- approximately 2 million youth players under the age of 19;
- 200,000 amateur players over the age of 19;
- and its professional division which oversees the sport at the professional level.

The amateur and youth divisions are divided into 51 and 55 state associations, respectively, with some states divided into two associations.

USSF is responsible for supervising a registration system for thousands of players, coaches and referees, organizing national cup competitions, managing eight national teams that compete worldwide, arranging educational courses, staging international matches and processing international player transfers.

Constitutional Rights Foundation

Founded in 1962, the Constitutional Rights Foundation (CRF) works in partnership with schools in Los Angeles, California, and across the nation to encourage and strengthen the preparation of young people for good citizenship. CRF is a non- partisan, non-profit organization governed by a 56-member Los Angeles board of directors drawn from law, business and the community. The goals of all CRF programs are to help young people understand:

- the structure of our legal, governmental and business institutions;
- how these institutions interact and what effect they have upon society; and
- the rights and responsibilities of individual citizens in our society.

CRF programs include Lawyer in the Classroom, Mock Trial Competition, Law Day/Youth Summit, Mentoring, Sports and the Law, History Day in California, Business in Society, Youth Task Force L.A. and Youth Leadership for Action.

Sports and the Law engages students' natural interest in, and appreciation of, sports and athletics to stimulate their interest in education and athletics. The fundamental objective of the program is to foster responsible citizenship among young people. The Sports and the Law program serves a diverse academic and ethnic population which includes schools and community organizations throughout the Los Angeles area. The six basic tenets of Sports and the Law are rules, teamwork, conflict resolution, self-development, responsibility, and competition. With a variety of activities both for students and teachers, Sports and the Law emphasizes the development of critical thinking, decision making and citizenship skills.

Some components of the Sports and the Law programs are: "Junior High Jam," Professional Athletes for Student Success (PASS), Curriculum Development, Teacher Trainings, Newsletter, Classroom Visits, Field Trips and The Sports and the Law Conference.

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